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ABSTRACT

This guide is based on the experiences and procedures generated in the FOCUS Project at a Portland, Oregon high school. The document includes an overview which addresses the basic FOCUS philosophy, overall goals and objectives, staffing, and student audience. The instruction section contains the curriculum model, cross peer instruction, utilizing community resources, and performance objectives. Counseling and Guidance functions, analyzing student attitudes, anecdotal records, and attendance procedures are included under counseling and guidance. The support component addresses the physical resources, utilizing school resources, financial resources, and student teaching programs, while the management component addresses evaluation design, dissemination, and staff development. Among the special procedures listed are field trips, emergency health procedures, periodic parent contact, media-aware and materials, and "unclassroom" policy. Ready-made answers to the ten most frequently asked questions regarding FOCUS are provided. General considerations pertinent to transportability of the FOCUS model seen to be helpful to others planning or developing similar programs are discussed under the headings of do's and don't's. Appendices include special forms used in FOCUS, and an outsider review of the program. (Author/AM)

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MANUAL FOR DEVELOPING A SCHOOL-WITHIN-A-SCHOOL ALTERNATIVE PROGRAM

FOCUS PROJECT

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2735 NORTHEAST 82ND AVENUE
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UD 015 630

MANUAL FOR DEVELOPING A SCHOOL-WITHIN-A-SCHOOL ALTERNATIVE PROGRAM

This guide for developing a school-within-a-school alternative program for high school students is based on the experiences and procedures generated in the FOCUS Project, James Madison High School, Portland, Oregon, from 1971 through 1974. During this three-year period, FOCUS was supported jointly by the Portland Public Schools and by Title III of the Elementary and Secondary Education Act of 1965, as amended.

Portland Public Schools
Dr. Robert Blanchard, Superintendent

James Madison High School
William Knouff, Principal

FOCUS Program
Dr. Ralph Nelsen, Director

PREFACE

Although schools and communities share many of the same kinds of educational problems and needs, they too often fail to share information on how these problems and needs are being addressed. If a successful approach to a set of needs or the solution to a problem in one community is thoroughly documented, it may serve as a model for adoption or adaption elsewhere. Thus, communication about promising practices is at least as important as their development.

To promote such communication, the Oregon State Department of Education is involving school personnel throughout the state in the identification of instructional or management techniques they believe to be innovative, effective, and transportable. Brief descriptions of these techniques, or programs, are compiled in a catalog of Promising Practices in Oregon Education. Districts whose innovative practices are described in the catalog have agreed to share more detailed information about their procedures with those who request it, and, in many cases, the department will encourage and even underwrite the development of published guides designed to give practical, step-by-step, directions to potential adopters.

The FOCUS program was chosen for inclusion in Promising Practices in Oregon Education and in the 1974 edition of the national Title III publication, Innovative Educational Practices. In addition to positive local and state evaluations, FOCUS was validated by a national team of evaluators in the spring of 1974, a process which resulted in the project's designation as one of eighty-four national programs to receive the 1974 Educational Pacesetter award.

Your comments and suggestions will help us to improve future editions of this operations guide and others to be produced by the State Department of Education.

FOCUS Operations Manual produced by:

FOCUS Program
James Madison High School
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OPERATIONS HANDBOOK

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BASIC FOCUS PHILOSOPHY

Program Background

The FOCUS Project is an alternative "school within a school" program operating in James Madison High School, Portland, Oregon. Originally funded by ESEA Title III and the Oregon State Department of Education, but now entirely supported by Madison, FOCUS serves a student population of one hundred, all with previously identified school achievement and/or adjustment problems. FOCUS became operational during the 1971-72 school year. The project continued under ESEA Title III funding during the '72-73 and '73-74 school years. Federal funds allocated to the project included $35,000 for the planning year 1970-71, $99,747 for the 1971-72 operational year, $67,900 for the 1972-73 operational year, and $50,050 for the 1973-74 operational year. General goals of the project are to:

1. Increase student participation in school activities.
2. Decrease incidence of school absence.
3. Improve student self-concept by providing an instructional program built around student inputs and stressing success experiences and positive feedback.
4. Demonstrate to the educational community that an alternative school program can function within the structure of a large high school.

Program Antecedents

Most immediately, the FOCUS program reflects the humanistic theories which have emerged on the changing educational scene during the last decade. Many program components and procedures can be linked directly to the writings of such contemporary authorities as Combs, Holt, Piaget, Maslow, and Fantini. In a larger sense, however, the program clearly descends from the pedagogies of such historic educators as Dewey, Barnard, Mann, and, even, Socrates. Following are some of the basic beliefs held by staff members regarding the educational process and reasonable methods of pursuing these beliefs.

About Learning and Learners. Operationally, FOCUS defines learning as a process which changes the learner's behavior or his perceptions of himself and the world in which he lives. According to this definition, merely finding out that Columbus sailed for the New World in 1492 would not be considered learning unless that knowledge changed the learner's behavior or perceptions. Learning occurs when the learner finds something that has meaning for him; when it satisfies a particular need; and when it is a result of some meaningful activity on the learner's part. This is really the whole question of relevancy-- things are not learned unless the learner finds them to be personally vital and meaningful. Stated as a formula, FOCUS believes that:

Learning = New Knowledge + Personal Meaning + Capacity for Behavioral or Attitudinal Change.

To help insure that the program curriculum will be relevant to students, FOCUS class offerings are generated from student inputs. Students identify and select those activities in which they wish to participate. Classes begin with students setting objectives which they wish to achieve, both individually and as a group.

Since students set their own objectives, the familiar elements of competition and comparisons with others are reduced and cooperation is encouraged. Setting individual objectives also permits the student to capitalize on his most effective learning style, and avoids the lock-step, "everybody do the exercises on page 52" approach that so many of today's students have found intolerable in their previous school experience.

About Curriculum. Staff members do not feel that learning is necessarily sequential and categorized, so FOCUS classes are not labeled "Sophomore English" or "Junior Math." Instead, the curriculum is based on the fundamental question, "What's worth knowing?" Classes are organized around broad and general concerns, such as "How can good be distinguished from evil?" "Am I good?" "Is anything worth dying for?" "How can life in our city be improved?"

Activities which evolve from such questions cover a wide range of skills usually taught as separate subjects in the traditional school setting. For example, the question "How can life in our city be improved?" might easily result in a class discussion of waste disposal problems, a field trip to a metropolitan recycling center, and, eventually, to the videotaping of a "commercial" designed to persuade people not to buy beverages in plastic or styrofoam cups. Along the way, students may make telephone calls and write letters to arrange for transportation needed on the group excursion (communication skills), discover ways of utilizing discarded glass, metal, and paper in industry (chemistry), talk about locations for sanitary landfills (social studies-civics), research ways of reusing garbage (reading, library skills), write a script for the commercial (creative writing), work of the timing requirements for a sound track to accompany the video tape script (math), and serve as actors, directors, and media technicians for the production of the TV commercial (drama, career education). Using an integrated curriculum

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model helps students synthesize and order previously acquired knowledge. The FOCUS staff maintains that the big problem facing students today is not so much how to attain new facts and information as it is how to make sense out of the mass of data they have already acquired!

In addition to the broad "general question" classes, FOCUS also offers "basic skill" classes when students request them. Again, the emphasis is on relating these skills to the real-life experiences of the student. A writing class may find students preparing job applications, composing letters of complaint to a department store or credit card company, or requesting information from the draft board or state employment agency. The purpose of any skills class in FOCUS is to provide students with survival skills, those skills which they will need in order to live productively in the changing world of the future.

About Discipline. A supportive and relaxed atmosphere in the classroom is essential for learner success, particularly for students with eight or ten years of unhappy school experiences. FOCUS classes, therefore, tend to be highly informal and a wide range of classroom behavior is tolerated. However, the same general rules of behavior apply to FOCUS students as are incumbent upon all members of the Madison student body. Staff members have found that when students are given a proprietory share of the program through participation in planning and evaluation, and when classes are built on the inputs provided by students, high school youngsters will invariably establish their own disciplinary structure. (Which is almost 100% more effective than that of the typical school.)

In meeting a disciplinary problem staff members try to confront the student with information describing his behavior and then help him explore ways of changing it. This is usually done in concert with parents. Each FOCUS team member also serves a counseling function. Staff members subscribe wholeheartedly to the theory that positive reinforcement is more successful in changing behavior than negative reinforcement, Thorndike's "Law of Effect."

About Teaching. Teachers in the FOCUS project do not see themselves as "fountains of knowledge," but as coordinators of resources for a student's learning activities. It may be said that successful teaching, by any definition, is built upon three principal requirements or factors-- sensitivity to basic principals of human relationships, versatility in teaching style, and, of course, a thorough knowledge of the subject matter to be approached in the classroom. Within the FOCUS context it is clear that two of these factors are of particularly acute importance. While not meaning to deny the importance of a strong cognitive base for instruction, it is the FOCUS experience and belief that the ability to build and maintain sound interpersonal relationships and the development of a wide range of teaching styles and strategies are of paramount importance in dealing with alienated, reluctant students in an alternative school program. Therefore, greater effort is made to establish a teaching team with strong affective skills and with a varied repertoire of instructional techniques than to staff the project with strong subject matter specialists.

Overall Goals and Objectives

The documented accomplishment of the following goals and objectives in July 1973 led to designation of FOCUS as a national "Educational Pacesetter" by the President's National Advisory Council, one of only eighty-two school programs in the country to be so acknowledged.

Desired Outcome	Specific Program Objectives
I. Students will attend school regularly.	1. The incidence of class cutting, tardiness, and full-day absence will decrease during the second half of the school year.
	2. Individual attendance records for each operational year will be better than those of preceding school years by at least 5%.
II. Students will recognize and demonstrate positive self-regarding behaviors.	1. Students will tell teachers when class procedures and activities seem inappropriate.
	2. Students will take part in formulating project activities and procedures.
	3. Students will verbally interact with others in problem-solving activities.
	4. Students will make positive statements regarding their teachers, classes, and school experiences.
	5. Students will direct critical statements toward specific events or persons rather than toward "they" or "it" in general.
	6. Student interaction will encompass individuals other than those in age-group and peer-group populations.
	7. Students will identify and label their feelings toward other persons, objects and situations.
III. Students will set realistic learning objectives for themselves.	1. Students will identify alternative approaches to problem-solving and will select alternatives which increase the chance for problem solution.

	2. Students will recognize situations in which they can affect change and those in which they can not.
	3. Students will identify those rules and social procedures which limit or restrict his activities.
	4. Students will give application to new ideas, both practical and aesthetic.
IV. Students will utilize the resources of the school and community in structuring their learning activities.	1. Students will participate in all-school activities.
	2. Students will seek out FOCUS personnel qualified to aid in their specific learning tasks.
	3. Students will explore the potential resources of the Madison staff and facilities and utilize those which can serve their learning needs.
	4. Students will explore the potential resources of the metropolitan community and utilize those which can serve their learning needs.
V. Teachers will structure an alternative school program within a traditional school.	1. Teachers visit other innovative school programs and will research the professional literature to obtain insights into how alternative school programs have been implemented successfully in other schools.
	2. Teachers will participate in program building activities based on data obtained through reading and visitations.
	3. Teachers will use student inputs to structure and restructure the developing program.
	4. Teachers will act as change agents in extending successful program elements to the Madison program.

VI.	Teachers will utilize the resources of their colleagues in formulating learning experiences and teaching strategies.	1. Teachers will identify colleagues to whom they may turn for assistance and will ask for help when it is needed. 2. Teachers will integrate their activities into the overall FOCUS instructional, administrative, and counseling structure.
VII.	Teachers will utilize alternative methods of confronting and altering deviant student behavior and attitude.	1. Teachers will identify and experiment with a variety of teaching strategies in working with groups of students. 2. Teachers will compile anecdotal records for students, entering specific data which emphasize the individuality of each. 3. Teachers will discuss individual students for whom they have particular concerns and will share insights and strategies for effecting behavioral modification.
VIII.	Parents will be used as valuable resources in the operation of the project.	1. Parents will be kept informed of project goals, practices, problems, and needs. 2. Parents will be used as resources in structuring learning experiences for children. 3. Parents will furnish feedback to the staff relative to their views, concerns, and willingness to contribute to the project.
IX.	Students to whom the traditional school program has not been meaningful will commit themselves to participation in an alternative school program.	1. Students will enter FOCUS voluntarily. 2. Students will select a full schedule of classes each day. 3. Students will supply input data regarding classes they desire and regarding the adequacy of classes offered.

4. Students will make accurate comparisons between their present and ideal states in regard to school effort and satisfaction.

5. Students will participate in the short-range and long-range planning activities of the project.

6. Students will explore other school options if and when they decide they are not satisfied with their progress or potential for progress in FOCUS.

STAFFING

The FOCUS staff consists of the following personnel:

Certificated

Project Director	(1 FTE)*
Lead Teacher	(1/2 FTE)
Teacher	(1 FTE)
Teacher	(1 FTE)
Teacher	(1 FTE)
Teacher	(1 FTE)
Teacher	(1 FTE)

Non-Certificated

Secretary	(1/2 FTE)
Student Teachers	(0 FTE)

It should be pointed out that the staff indicated above is not exclusively an instructional program is carried out by the team's five teachers under the direction of the team leader. The project director, and secretary have functions which are vital to Title III aspects of FOCUS but which are not instructional in nature. Once the project was validated and became a permanent part of the school program, the need for periodic progress reports, documentation records, dissemination materials, and similar efforts required by state and federal offices during the project's developmental stages was reduced significantly. This, in turn, reduced day-to-day personnel requirements substantially. (See note below)

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*Project director's activities primarily involve "non-instructional/operational" functions required by Title III-- evaluation, dissemination, public appearances, etc. This position is not critical or even necessary in a program with no obligations to an "outside" agency.

Job Descriptions

The project has established the following job descriptions:

Job Title: FOCUS Project Director

Qualifications:

1. Hold valid Oregon Secondary Teaching Certificate.
2. Experience or advanced training in school administration.
3. Successful experience in dealing with alienated, discouraged high school students.
4. Experience or advanced training in counseling/group dynamics.
5. Masters degree in education or closely related field.

Primary Responsibilities:

1. Arrange and conduct staff development programs during school year and summers.
2. Represent the project in dealings with school, district, state, and federal conferences and meetings.
3. Assist instructional staff in meeting documentation requirements.
4. Prepare formal reports, dissemination materials, etc. required by district, state, and federal offices.
5. Work with third-party evaluator in preparing evaluation design, instrumentation, and periodic reports.
6. Assist teachers in student personnel activities.
7. Work with various parent and professional advisory groups in activities related to the project.
8. Maintain lines of communication and cooperation with other School District #1 personnel.
9. Maintain effective communications with community groups.

Secondary Responsibilities:

1. Conduct daily staff planning and evaluation sessions.
2. Supervise and evaluate teacher performance.
3. Identify and attend special workshops and conferences which will provide materials, strategies, etc. helpful to the project.
4. Assist teachers in identifying career education goals, job sampling placements, and career education evaluation system.
5. Serve on local and state committees involved with planning alternative school programs.

Salary:

Placement on teachers' salary schedule with added compensation for extended responsibilities as negotiated by bargaining agent.

Work Year:

Consistent with regular teaching year, with added time for conducting summer workshops.

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Job Title: FOCUS Lead Teacher

Qualifications:

1. Certificated teacher.
2. Theoretical and experiential base in contemporary alternative school programs.
3. Willingness to accept responsibility for management/support activities as well as instructional activities of the project.

Primary Responsibilities:

1. Assist director in coordination of teaching team schedules in regard to room use and schedules, team assignments and responsibilities during field trips.

2. Assume leadership functions of project in absence of director.

3. Develop and implement schedule to collect and critique class objectives for all instructional laboratories and related activities.

Secondary Responsibilities:

1. Coordinate transportation requests and arrangements for field trips, explore costs, order buses, and if necessary cancel buses.
2. Prepare and maintain schedule of staff home contacts and insure contacts are being made; report results of visitations to staff and make written critiques available to project evaluator and director for student services.

Salary:

While no salary or extended-day stipend will be paid through the district, the lead teacher will receive the equivalent of one extra day's salary a month, contingent on the availability of funds in the FOCUS "extra preparation" budget item.

Work Year:

Consistent with regular teaching year. Released from classroom duties half-time daily to complete primary and secondary responsibilities.

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Job Title: Certificated Teacher

Qualifications:

1. Hold basic or standard Oregon teacher certificate.
2. Complete FOCUS summer staff development workshop.
3. Subject matter preparation in two major areas, as described in FOCUS funding proposal.
4. Specialized training or experience in interpersonal and group process procedures.
5. Familiarity with city and regional sites and facilities which are available to augment planned learning activities.

6. Wide-ranging interests and abilities beyond formal subject area preparation.
7. Demonstrated capacity to utilize a variety of teaching strategies to accommodate differing learning styles of students.
8. Excellent physical and emotional health.

Primary Responsibilities:

1. Serve as the main resource person in FOCUS instructional and planning classes.
2. Organize secondary resources appropriate to class and individual learning objectives.
3. Assist students in establishing sound class and individual learning objectives and activities.
4. Keep complete records of class and individual learning objectives, activities, and evaluation outcomes.
5. Maintain accurate attendance records both for registration room group and daily laboratory classes.
6. Initiate and record results of parent/home contacts and visitations on a six-week cycle basis.

Secondary Responsibilities:

1. Complete research/evaluation activities as requested by project director and evaluation specialist.
2. Take part in staff development activities as directed by project director and school district officials.
3. Take part in FOCUS dissemination activities as requested by project director.
4. Be available on an "as needed" basis for out-of-school counseling activities with students.

Salary:

Placement on established School District #1 salary schedule appropriate with experience and training.

Work Period:

As determined and announced by Board of Directors, School District #1.

It is anticipated that the above descriptions may be altered during the operation of the project, consistent with identification of new project needs and priorities. Such changes may be generated by the project director, school administration, and/or district administration.

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Job Title: FOCUS Project Community Coordinator*

The FOCUS Community Coordinator will fulfill the general job requirements as described for the position of School Community Agent in School District #1. He will be a member of the FOCUS team, responsible to the project director and the school principal.

Qualifications:

1. High School graduate with some college, preferably in education or liberal arts.
2. Technical skills, including typing and office machine operation, necessary for the organization and maintenance of pupil and family records.
3. Variety of occupational experiences, with emphasis on those requiring substantial contact with members of the public.
4. Familiarity with the Madison High school community and the school. Some knowledge of the FOCUS project's goals and procedures would be desirable.

Responsibilities:

1. Maintain complete and accurate records regarding pupils' attendance patterns, home contacts, and daily program activities.
2. Be available for contacts with students, particularly those seeking personal supportive dialogue.
3. Coordinate special activities planned for FOCUS staff members and parents which will enrich the program and improve the linkage between home, school, and community.
4. Serve in a liaison and development capacity for FOCUS contact with community service groups and organizations concerned with the welfare of youth. (CUE, churches, Metropolitan Youth Center, Contact Center, etc.)

5. Seek continuing contacts with individuals and groups for the purpose of disseminating information regarding FOCUS among members of the public who are unaware of the project's objectives and activities; and provide inputs to the FOCUS team regarding particular concerns and needs of parents, students, and other concerned members of the community.
6. Extend his professional competence by attending such seminars, college classes, and short-courses as may be required by the school district and project director.
7. Function, as necessary, in a variety of roles within the structure of the developing FOCUS program.

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* Position not filled after 1972-73 school year due to elimination of job category throughout School District #1.

Job Description: Non-Certificated Resource Aide*

Qualifications:

1. High school graduate with some college, preferably in education or liberal arts.
2. Variety of occupational experiences, with emphasis on those requiring substantial contact with people.
3. General clerical skills, including record keeping.
4. Familiarity with school district organization. Some knowledge of the FOCUS project's goals and procedures would be disirable.

Responsibilities:

1. Locate and obtain instructional materials requested by certificated staff.
2. Assist teachers with classes in subject areas related to special skills and expertise.

3. Assist project director and community coordinator in maintaining project records.
4. Conduct small group field trips in metropolitan area.
5. Work with project director in developing staff assignments for Unclassroom activities.
6. Supervise distribution and inventory of all audio-visual materials.
7. Maintain and record distribution of project supplies.

Salary:

Based on negotiated Aide salary schedule, School District #1.

Work Year:

As determined by Board of Directors, School District #1.

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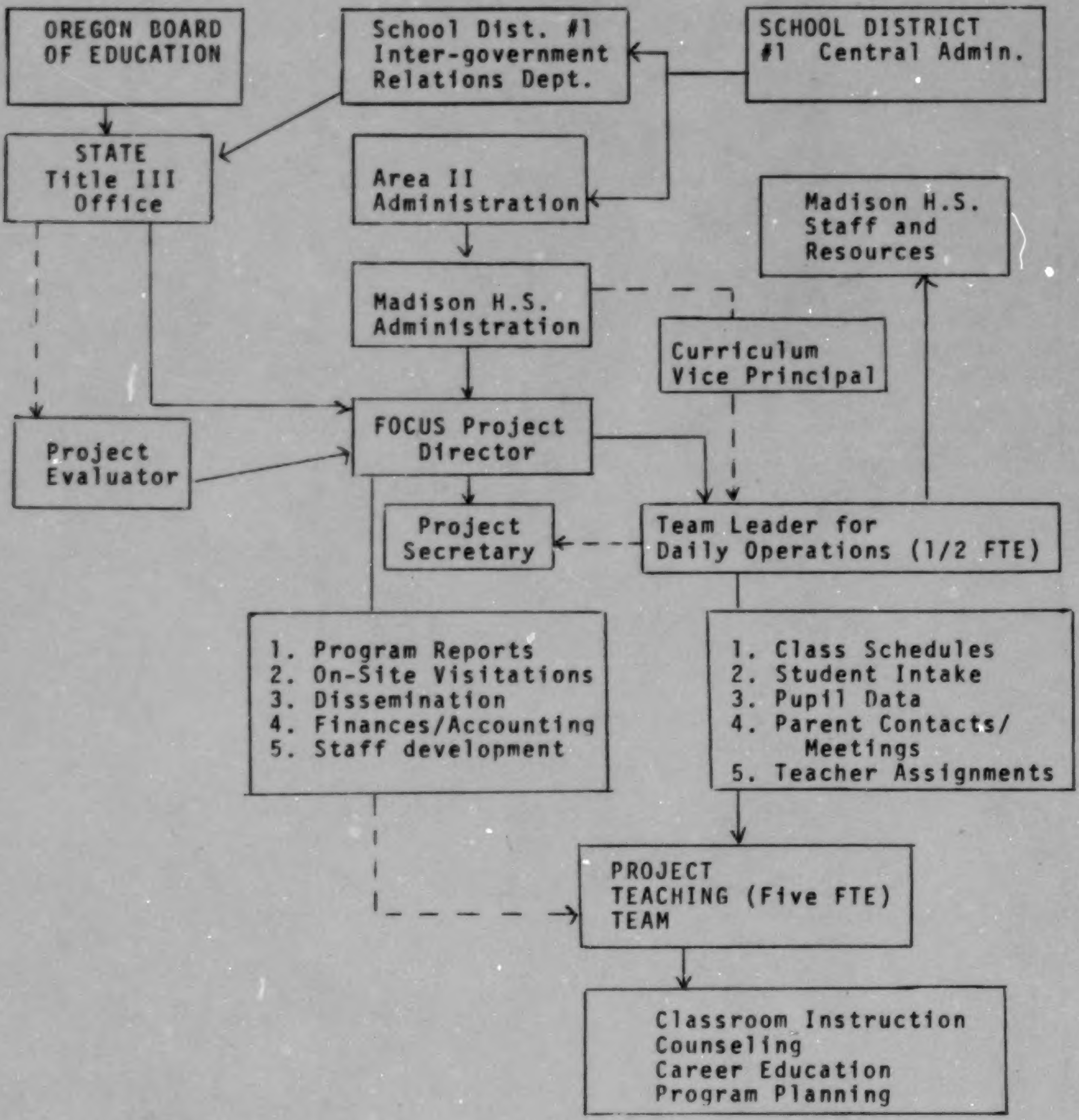
* Position not filled since 1972-73 school year due to reduction of funds.

FOCUS

Responsibility Flow Chart - 1973-74


OREGON BOARD OF EDUCATION
School Dist. #1 Inter-government Relations Dept.
SCHOOL DISTRICT #1 Central Admin.
STATE Title III Office
Area II Administration
Madison H.S. Staff and Resources
Madison H.S. Administration
Curriculum Vice Principal
Project Evaluator
FOCUS Project Director
Project Secretary
Team Leader for Daily Operations (1/2 FTE)
1. Program Reports
2. On-Site Visitations
3. Dissemination
4. Finances/Accounting
5. Staff development
1. Class Schedules
2. Student Intake
3. Pupil Data
4. Parent Contacts/ Meetings
5. Teacher Assignments
PROJECT TEACHING (Five FTE) TEAM
Classroom Instruction
Counseling
Career Education
Program Planning

STUDENT AUDIENCE

Students selected for FOCUS are those who fall within one or more of the three categories following:

1. Students who have dropped out of school or who appear to school authorities to be potential drop-outs.
2. Students who have had a history of school failure; have failed two or more subjects during the preceding year.
3. Students who have been designated as "apathetic" or "turned off" by teachers and/or counselors.

Selection Criteria.

In practice, the above categories have been refined and the expanded list includes twelve specific criteria used in considering student placement in FOCUS.

1. Students who do not like school.
2. Students who have not acquired sufficient command of basic skills.
3. Students who do not believe in themselves.
4. Students who do not work well in groups.
5. Students who do not respect or respond to authority or leadership roles.
6. Students who have not found studies meaningful to them.
7. Students who have not viewed teachers or adults as approachable.
8. Students who do not set long-range goals.
9. Students who may have left school and are re-enrolling.

10. Students who have failed two or more of their subjects their first year in high school.

11. Students who are seen as likely to have trouble in the remainder of school.

12. Students who have displayed high academic potential but are not responding to school due to boredom, rebellious behavior, etc.

Overall Composition

The project is designed to handle 100 students. The original FOCUS proposal called for fifty freshman and fifty sophomore participants. Designation of freshman and sophomores as the audience was the result of extensive research in the literature which indicated that the first two years of high school are critical if the potential drop-out is to remain in school. Reliable studies demonstrate that the sophomore year is the make-or-break year for marginal students: the summer between the tenth and eleventh grades short-circuits many high school careers.

FOCUS began its first operational year with a student roster which included 45 freshmen and 55 sophomores. Of the original group, 54 students were male and 46 were female. All students were volunteers and entered the project according to the following procedure. After three years, the program was revised to include students from all grade levels, 9-12.

Selection Procedures

Freshmen. Since the Portland schools operate on a K-8, 9-12 organizational pattern, all FOCUS freshmen came to the project from eighth grade elementary school classrooms. During the late spring of the school year, a general description of the planned FOCUS program is sent, along with student selection criteria, to all principals in elementary schools feeding into Madison high school. Additionally, the descriptive materials are sent to members of the Prescriptive Education Program (PREP) staff. (PREP is a local diagnostic and remedial team offering specialist services to elementary school students with learning, adjustment, and/or behavioral problems.) Working in concert, eighth grade teachers, teh elementary principals and PREP personnel compile a list of students they feel might be better served in an alternative school program than in a standard course of study. It must be noted that FOCUS personnel do not participate in the initial screening of possible candidates. In order to guarantee that the project can not be faulted for "hand picking" its audience, preliminary screening is completed according to the criteria interpretations of PREP personnel, teachers, and principals.

Following the compilation of the original list of potential candidates, project personnel meet personally with small groups of referred students in each elementary school. The FOCUS program is explained and students are asked to consider whether they feel the alternative structure is of interest. If a student rejects the opportunity, his name is removed from the list of those being considered for FOCUS. Those who express an interest are continued on the list of eligible students and contact is subsequently made with their parents. All parents are contacted, either individually or by means of a group meeting, and the project's philosophy, operating objectives, and procedures are explained. Only after a student has 1) been referred by professional personnel in his elementary school, 2) expressed an interest in joining the project, and 3) received his parents' permission to participate in the project, is his name entered on the FOCUS student roster.

Grades 10, 11, and 12. Much the same procedure is followed in selecting students who have already attended high school. In the case of these students, the referal process begins with Madison high school counselors, teachers, and the boys' and girls' deans. Again, preliminary screening is completed according to the referring individual's interpretation of student selection criteria. Not until the names of potential participants are provided by these personnel does the project staff come in contact with students. Then the program is explained, parents of those interested in entering the program are contacted, and final selection is made on the basis of school referral, student interest, and parent approval.

Replacements

It is FOCUS policy to replace students who leave the project during the first semester of the school year. Selections are made from the "waiting lists" of counselors. The same general criteria and selection process is followed as previously described but, in addition, the project attempts to add a degree of "balance" to the overall student population by taking sex and age into consideration.

Several students who participated in the first year of the FOCUS project left the project prior to the second year because their families moved from the Madison district. Another small group asked to be transferred to the regular program because they felt they were ready to move into a more structured program of studies. Parents of six students requested that their children be programmed for regular classes rather than continue in FOCUS and the project staff made the decision to terminate the participation of six other students. Since the project served sophomore and junior students during its second year, the preliminary screening procedure described above was begun as soon as it was known that vacancies would occur. Several students were referred by the school counseling staff, the faculty, and the administrative deans. Students who asked to be included in the project during the second operational year were listed and their parents contacted. On the last day of the 1971-72 school year, the FOCUS roster included the names of 88 students. The replacement process continued during the summer months and into the 1972-73 school year. A full complement of 100 students was reached before the end of the first month of the 1972-73 school year. The same replacement procedure (including eleventh and twelfth graders) has been repeated for each subsequent school year.

Caution

It has been the experience of FOCUS that referral to the project is too often seen by some colleagues on the school faculty as a convenient method of displacing students who are "problems" in their own classrooms. Despite extensive efforts to explain the project, its goals, procedures, and strengths, several serious misconceptions continue to exist regarding the FOCUS project's function in the overall school structure. Every effort is made, therefore, to assure that all referrals on students already enrolled in regular classes are made on the basis of what is best for the student, not what is most comfortable for either the regular school faculty or the FOCUS staff. In short, the project actively resists efforts to make it a "dumping ground" for other school programs.

Recommendations

On the basis of experience during the first operational years of the project, it is recommended that:

1. All school personnel making student referrals to an alternative project be appraised as to the type of students the project is designed to serve far in advance of any actual contact with students regarding the project. This would serve to give referral and project personnel a chance to discuss selection criteria in terms of interpretation and should eliminate any misconceptions as to the student audience for whom the project is intended.

2. All participants should know that their participation is purely voluntary.

3. Every effort must be made to ensure that students and parents accept the legitimacy of the alternative program. Under no circumstances should students or parents be led to believe that the project is a "last chance" proposition or that it caters only to the "goof off" element in the school population.

4. No student should be admitted to the project unless his participation is fully endorsed by his parents.

5. Specific procedures for dropping and adding students should be determined and defined prior to the start of the program and students should be informed of these procedures.

6. Revisions or changes in selection criteria and procedures should be made known to all referral personnel as they occur in order that subsequent placements be made in a manner consistent with alterations in the overall operation of the program.

7. FOCUS should not be viewed primarily as a "fix it" shop, a place to send students for performance remediation preparatory to returning them to traditional programs.

8. FOCUS should be a long-term alternative available to all students for whom, on the basis of professional consideration of earlier school performance, a traditional educational situation seems inappropriate.

9. FOCUS should not be the only alternative available to students seeking relief from the traditional school program. Strong linkages with such agencies as Vocational Village, the Residential Manpower Center, the Evening High School, and local community colleges should be developed and extended in order to allow these students the greatest possible selection of educational opportunities.

10. FOCUS should move toward more career awareness and career exploration activities since it is likely that a great number of students will enter the work world directly upon leaving the project. Career education and counseling services should become key components in future project planning.

11. Very serious consideration should be given to the advisability of returning FOCUS students to the regular Madison program if they were originally referred to the project because of unsuccessful experiences in the regular program. Such transfers should be made only after all persons involved - - project staff, student, parents, school counselor, school administrators, and school faculty--have explored in depth the educational alternatives available and can agree that the regular Madison program is actually the best choice possible.

CURRICULUM MODEL

The following fragments of philosophy represent the basic educational beliefs undergirding the FOCUS program and its curricular structure. Some may be readily substantiated by research, some by direct observation, and some reflect the professional opinion of the FOCUS staff. It is from these ideas that the project's structure has evolved.

a. The student-teacher ratio has a significant effect on classroom learning.

b. The "I teach, you learn" relationship is not sacred.

c. The school and community offer a multitude of resources which are too frequently untapped by the classroom teacher.

d. People learn to succeed by succeeding, and school activities should logically progress from one success to another.

e. The development of a positive self-concept is more important to the alienated school child than any pre-determined, structured body of knowledge.

f. The positive aspects of school "rewards" and the negative aspects of school "punishments" have not been powerful enough motivating agents for a substantial number of students.

g. The student can profit from his school experience without being confined to an externally imposed, rigid curriculum.

h. Adequate time is required for teacher planning, observation and evaluation of student performance.

i. To be effective, the teacher must allow himself to be seen as a real person and must be willing to accept the risks and pains involved in this humanizing process.

j. More effective learning occurs when the student is involved in the initial choice of classroom activity than when the teacher directs and controls the classroom routine.

k. Feedback to students can be designed to provide immediate positive reinforcement.

l. The cost of student-centered performance curricula would be cheap in contrast to what the community and the nation pay for the unemployable or delinquent youth.

m. To be a significant person to students, the teacher must seek out feedback from students and act accordingly.

n. One's ego development is enhanced by having the opportunity to be heard.

o. Emotional stress can be effectively recognized and dealt with through group encounter sessions.

Instructional Program

While lacking the specific definition of most regular school courses of study, e.g. English 2, French 4, Social Studies 1-2, Intermediate Algebra, etc., the FOCUS curriculum can be categorized to some degree. Project activities revolve around what the staff calls "instructional labs" of four distinctions-- Communications Lab, Analysis Lab, Values Lab, and Realities Lab. (See Monograph Series #2, FOCUS Curriculum Model.) In addition, class modules are set aside for Elective activities and out-of-school Career Exploration placements. (Figure 2.)

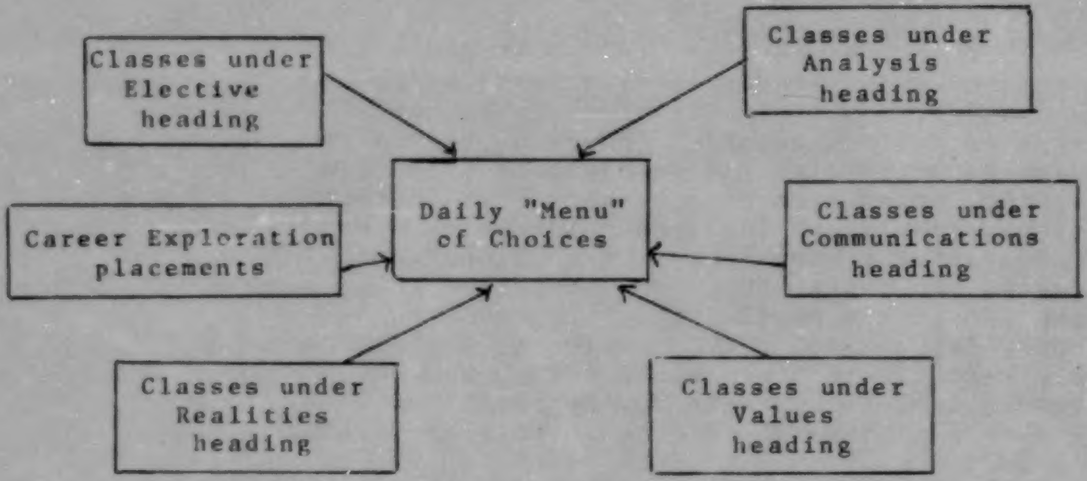

Classes under Elective heading
Classes under Analysis heading
Daily "Menu" of Choices
Career Exploration placements
Classes under Communications heading
Classes under Realities heading
Classes under Values heading

Figure 2. Six Major Areas of the FOCUS Curriculum

Communications labs. Activities within the Cummunications Lab category roughly parallel those in English, speech, film, journalism, and effective reading classes in traditional school programs. Unlike most "regular school" language arts classes, however, FOCUS Communications Lab classes center almost exclusively on the practical. All students are required to participate in daily Reading Workshop sessions only until such time as a ninth grade reading level can be demonstrated. Other lab groups have complete freedom to develop their own curriculum. Typical communications lab programs have involved such activities as Motion Picture Production, "Read with Rock", Conversational French, Television Production, Developmental Reading, Poetry, Folk Lore, Drama, and Song Writing.

A special feature of the FOCUS communications skills program is the special attention given to non-written message systems. Recognizing that today's youth are of the "media age," FOCUS teachers devote a great deal of time to activities which will help students become more skillful in intercepting, interpreting, and sending media-oriented communications. This is not to say that reading, spelling, and composition are relegated to seconday positions in the project; on the contrary, FOCUS students can spend as much time developing these basic communications skills as students in the regular Madison program. However, they also have opportunities for involvement with film making, sound recording, mixed media presentations, and television production which are comparatively rare in most traditional classrooms. In short, FOCUS Communication Labs supplement the basic skills program with a heavy "visual literacy" treatment, and students may meet the requirement that they take one Communications Lab each day by signing-up for either a "standard" or a media-accented class.

Analysis lab. A daily requirement for FOCUS students who cannot demonstrate basic math skills is participation in an Math Workshop group. Once basic facts (through multiplication and division of fractions and decimals) have been mastered, students sign up for Analysis Labs on an elective basis. Activities in Analysis lab sessions have a definite science/math tone, but students and staff are completely free to structure their time together according to individual and group concerns, interests, and needs. Some analysis labs have designed objectives and procedures which closely parallel 'traditional' math and science classes. Other groups have adopted distinctly "non-traditional" approaches to the study of man's quantitative processes and the natural systems and phenomena which affect his life. Typical "standard" labs have outlined mini-courses in consumer math, geography, astronomy, navigation, and bookkeeping while others have undertaken such unusual school pursuits as building geodesic domes, designing and building hand launched gliders, and maintaining a minature weather station on the roof of the school.

Values lab. The various classes offered under the Values Lab heading are intended to provide students with opportunities to explore their own values and, also, those of the society. For example, individual concerns regarding self-identity, family relations and career direction, sex role-- the "I'm OK, You're OK" construct--are pursued with the aim of bringing students to the point at which they can accept and value themselves and the people with whom they work and live. The FOCUS staff feels that the area of personal and social values is critical to a student's educational program and, therefore, the project's Values Lab program goes far beyond the limits of the typical sociology, psychology, and group counseling offerings in the traditional course of study. The goals of each Values Lab class, then, is to assist the student to achieve a level of self-actualization which will allow him to understand both himself and his role in society and sensitize him to the needs and values of other people.

Realities lab. Generally speaking, the FOCUS Realities Labs provide students with experiences which approximate those in traditional social studies, humanities, and business classes. The goal of these FOCUS classes is to help students understand the social, cultural, economic, and political factors which influence their lives. The project requires that each student select at least one Realities Lab a day. The menu typically includes such choices as "Famous People,""Youth and the Law," "Outdoor Survival," "The Court System," "Typing," and "Death and Dying."

Elective classes. A tremendous variety of elective choices are offered project students. Based on a "learning can be fun" concept, electives almost always involve some sort of activity or "hands-on" experience. Most electives are generated directly by students and it is not uncommon to find students carrying on much of the actual instruction. The philosophy behind the elective program is one which says, "whoever has the skills does the teaching." Well over four hundred different elective choices have been offered since the project began operation in September 1971. These choices have ranged from such school-based activities as ceramics, leathercraft, Spanish, tumbling, Yoga, wood carving, and interior decorating to such out-of-school activities as aviation flight training, horsemanship, rock climbing, salmon fishing, forest land usage surveys, and public opinion sampling. The goal if to have students involved in activities for which students have strong feelings of "ownership" and relevancy.

Career exploration. The FOCUS staff recognizes the need for intensifying school efforts in the area of career education. Follow-up studies on students who have left the FOCUS project during its operational period indicate that most of those who leave do not care to return to a traditional educational program preferring, instead, full-time work. Considerable effort, therefore, has been made to establish an "on-site job practicum" program for FOCUS students. Typically, such placements start with a staff meeting in which high interest activities of each student are considered. When a single "most probable" career direction can be identified, the project director meets with the student and determines whether he or she would be interested in spending half of each school day "on site" for an orientation/observation experience. If the student expresses an interest in such a placement, the director then attempts to find an appropriate training site. FOCUS students have been involved in a variety of such practicum experiences. For example, the project has been able to place students on such locations as television stations, newspapers, auto repair shops, and city/state agencies for highly personalized internships.

It should be noted, however, that the project does not foresee the day when all students will be involved in out-of-school job placements. Only students who have good attendance records and who have shown some interest and ability within the prospective field of work are placed out of the building. Special precautions are taken to keep the career exploration program from becoming an easy way to displace classroom problems. If FOCUS has any "preferential treatment," it involves students considered for this component of the instructional program.

Class Scheduling

For a complete discussion of the class scheduling process, reference is made to FOCUS Monograph #8, Class Selection Procedure.

Determining Classes for the Schedule

Inputs for classes which appear on the FOCUS menu are gathered from four primary sources, 1) students, 2) staff members, 3) parents, and 4) the community. (Figure 3.)

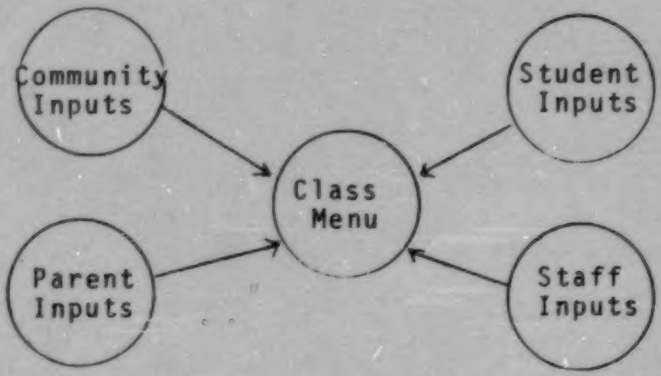


Figure 3. Input Sources for Classes Offered in FOCUS

Student inputs. Most student-generated classes appear on the menu because students have requested them during the staff planning sessions or during informal "rap" sessions. The first route is the simplest--the staff determines that there is a high degree of student interest in a topic and begins planning a class for the next instructional cycle. Such classes as "Movie Production," "Astronomy," "Dome Building," "Conversational French," and "Shorthand" have been direct outcomes of such request by students.

The second route, via "rap" sessions, is more complicated. Small groups of students occasionally meet to brainstorm ideas for possible classes. All suggestions are recorded on long sheets of butcher paper. These sheets are then hung in the Unclassroom and both students and staff members indicate in writing which ones they would be able to teach and which ones they would like to pursue as learners. If a match between learners, instructors, physical and material resources, and available finances can be made, the class is then put in the planning category and eventually, assuming planning goes well, appears on the class menu. Approximately one-third of the project's instructional program originates with students, although there is no "quota system" which specifies that a certain number of classes must start with students. (It has been interesting to the staff that student suggestions in these brainstorming sessions have become less bizarre as the project has evolved: there are now very few suggestions that classes in "X-rated Movies," "Drug Sampling," or "Sky Diving" be offered in the project. This may be a reflection of previous staff "censorship" or, more hopefully, an indication of a growing sophistication on the part of students.)

Staff inputs. As may be expected, the majority of classes on the instructional menu originate with staff members. These classes, as frequently as not, follow the lines of teachers' personal interests and activities as often as they do the lines of their college training. It is very common to find a teacher's enthusiasm "rubbing off" on students, enthusiasm both for special interest activities and for more formal academic studies. (There is some question, however, whether this "rubbing off" is a function of the teacher's personality or the subject matter under consideration.)

Parent inputs. Several classes have appeared on the FOCUS menu as a result of parent request. In general, parents have tended to ask that the project provide students additional classes in basic skill areas-- reading, spelling, and mathematics. They have also made requests for students to have such specialized classes as typing, and sewing. On the other hand, when parents have taken instructional responsibilities in the project they have almost exclusively offered specialty classes such as social dancing, gourmet cooking, and job interviewing techniques.

Community inputs. There have been a few instances in which classes have been offered in FOCUS as a result of suggestions received from various people and/or groups in the community. These classes result primarily from inputs generated by trainers during the career exploration job placements. Cooperating personnel at one local television station, for example, suggested that the project provide a basic Graphic Art class for students interested in television broadcast practicum placements, and on-site supervisors at one newspaper recommended that the project provide some elementary instruction in the area of page make-up and design. It is felt that suggestions such as these are very important if the project is to function according to the actual needs of students, especially those who have fairly definite career targets.

Typical Class Offerings

Following is a list of classes which were generated by students, staff, parents, and community spokesmen during the first semester of the project's second operational year, September 1972--January 1973. (Also see Figure 4.)

Communications Labs

- Symbols and Language
- Newspaper Writing
- Drama
- News Interpretation
- Group Reading
- Group Speaking - Speech
- Reading Improvement
- Humor
- English Workshop
- Creative Writing
- Film Understanding
- Writing/Calligraphy
- Individual Skill Building

Analysis Labs

- Human Behavior
- Photography
- Astronomy
- Diseases
- Basic Math - Algebra
- City Planning
- Remedial Math
- Land Use
- Geodesic Domes - Geometry
- General Math
- Specialty Cooking
- Mechanical Drawing
- Auto Mechanics
- Biology Review
- Ecology Problems

Realities Labs

- Art - Ceramics
- Outdoor Survival
- Portland Resources
- Typing
- Individual Projects
- Police/Community Relations
- Self-Improvement
- Dealing with Dollars
- Bookkeeping
- Shorthand
- Television Production
- Child Growth & Care
- Famous People
- Death & Dying

Values Labs

Individual Projects
Law & Society
Family Relations
Group "Rap"
Natural Environment
Political Systems
Career Concerns
Womens' Studies
Cultural Analysis
New Art Forms
Music - Guitar/Recorder
Thrill Seekers
American Indian
Physical Conditioning
Pollution Solutions
Film Appreciation

Electives

Social Dance
Sewing
Poetry
Tumbling
Gym Sports
Outdoor Sports & Games
Spanish
Individual Art Projects
Art Crafts
Interior Decorating
Group Discussion
Use of Leisure Time
Wood & Stone Carving
World Travelers
Camping Gear Construction
Creative Dance
Christman Crafts

Field Trips

Roslyn Lake
Merwin Dam
Indian Beach
KGW - TV
Portland Community College
Angel's Rest
Cascade Bowling Lanes
Hitching Post Stables
Portland State University
Imperial Roller Rink
Sam's Stable
County Court House
OMSI
Pearson-Allen Mortuary
Bow and Arrow Club
LaLooska - Ariel, Washington
Eagle Creek
Horsetail Falls
Memorial Coliseum-Basketball
Cinema 21 - Movie
OMSI Forestry Center
Yaw's Restaurant
Mazama Photo Show
Oregon Historical Society
Larch Mountain
Bicycle Ride - Gresham
Port of Portland

Activities in-building

Beauty Culture
Cross Country Skiing Clinic
Bowling
Gym Activities
Creative Dance
Crocheting and Knitting
Wood Carving
Chess and Checkers
Baking - Yugoslavian Bread
Christmas Cooking
String Instruments -
   Banjo, Guitar
Earring Making
Crafts
Macrame
Calligraphy
Cooking - Mexican Food
Cooking - Pumpkin Pie
Cooking - Soul Food
Ceramics
Story Telling
Wire Sculpture
Breadbaking
Batik
Cooking - Chicken Dinner
Folk Dancing

FOCUS MENU FOR ____________________

MOD	B 14	B 15	B 55	C 55	Unclassroom	Library Conf. Room	Other	Other
1	Conference and Planning time: Staff available in project office area: Rooms open for individual work.							
2	ANALYSIS Math Workshop Pat	COMMUNICATION Writing Workshop Kathy	REALITIES History Clinic Dory	VALUES "I'm OK, You're OK) Leon	Mary*	What's Happening Squad #2-Plan next newsletter	FOCUS P.R. Team: Meet to plan MHS presentations. B-19 Bill	Photography Enlarging Prints B-52 John
3	VALUES Women's Studies Kathy	ANALYSIS Math Clinic Ralph	COMMUNICATION Creative Writing Dory	REALITIES Local Court System Leon	Steve *	Group Counseling Bill	Attendance Check Squad (office) Wilma **	REALITIES Elem. School Tutoring
4	Weaving Pat	Youth and the Law Kathy	Ceramics Carol *	T.V. Production Steve *	Wilma **	Secret Codes Dory	Bowling Cascade Lanes Ralph	Tumbling Exercise Room-Gym Mary *
5	Foreign Foods & Cooking Pat	Chinese Kite Building Ralph	Dramatic Reading Mary *	Man the Ape Steve *	Wilma **	ANALYSIS Small group workshop Carol*	Jogging outdoor track Leon	
Lunch								
6	REALITIES Re-cycling Solid Wastes Pat	VALUES "The Generation Gap" Ralph	ANALYSIS Astronomy Dory	COMMUNICATION Remedial Clinic Leon	Carol*	Shorthand Wilma **	Photography Developing Color Prints B-53 Steve *	
7	COMMUNICATION Reading for Information Pat	REALITIES Dealing With Dollars Kathy	VALUES Effective Civil Protest Dory	ANALYSIS Advanced Math Ralph	Leon	Student Teacher Seminar Ralph N.	REALITIES Typing C-3 Wilma **	

* = student teacher
** = program aide

Figure 4. Typical Menu of Available FOCUS Classes

Instructional Strategies

An important goal in FOCUS is the attempt to decrease the amount of teacher talk in the classroom and to increase the amount of student participation. This necessitates, of course, utilization of instructional approaches which go beyond the simple lecture-book assignment-oral report-test mode which is so commonly condemned but which is, unfortunately, so commonly followed in most school classrooms. Although there are many well-recommended instructional taxonomies current in the literature, FOCUS has adopted the model developed by Dwight Allen at Stanford University and University of Massachusetts (Amherst). The Allen system identified sixteen teaching strategies ranging from basic lecturing and questioning skills to more sophisticated techniques such as set induction, use of examples, and closure. All FOCUS staff members have gone through a series of micro-teaching experiences in which these various skills and identified, practiced in isolation, video-taped, and analyzed in detail with a trained supervisor. (Details of the Allen model are presented in the film and booklet series, Teaching Skills for Secondary Teachers, General Learning Corporation, 1969.)

In terms of organization and numbers, FOCUS classes range in size from the completely individualized to groups as large as fifty students. Most classes, however, average between fifteen and twenty students. Teachers make every effort to break most groups into smaller sub-groups: e.g., a group of twenty might be divided into four units of five, each working on a different unit goal. In both cases, the teacher serves as a coordinator as well as an instructional leader, organizing resources, providing suggestions and guidance, and frequently as a participating member of the learning group.

Whenever it is feasible, FOCUS classes move into the community for field based learning experiences. (See FOCUS Monograph #3, Utilizing Community Resources.) The staff and students have made a serious attempt to make the "Community as a Classroom" concept a matter of routine for project activities.

Evaluation and Credits

All FOCUS activities are directed toward the attainment of prestated individual goals and objectives. Evaluation, therefore, is in terms of goal accomplishment rather than by curve, accumulated points, or testing. No grades are given and no report cards are issued. At the end of the year, each student's work is evaluated by the staff and transcript credit is determined on the basis of goal attainment. In most cases, FOCUS students are given five units of credit in the same subjects they would have taken if enrolled in the regular school program. For example, FOCUS freshman are given credit in the five most common ninth-grade classes, English 1-2, Social Studies 1-2, Physical Education 1-2, Applied Science 1-2, and General Art 1-2. Sophomores are given credit for English 3-4, Physical Education 3 (1/2) and Health (1/2), Communications Skills 1-2, Art Crafts 1-2, and General Math 1-2. Grades are recorded as "Pass" rather than as "A", "B", "C", etc. (Also see FOCUS Monograph #16, Evaluation vs. Accreditation.)

Supplementary Instruction

There are occasional instances in which FOCUS resources are not adequate to meet the needs of an individual student. In such cases, the full range of classes available in the regular school program are available to the project. FOCUS students have been placed in such regular school classes as Speech, Metal Shop, Typing, Physical Education, Music, and Computer Science for instruction beyond the internal capacity of the FOCUS project. Additionally, such resources as local Community College classes, evening school classes, private vocational school classes, and on-the-job apprenticeships are open to FOCUS students on an individual basis.

Summary

The FOCUS project is committed to the principle of curricular flexibility. There are no specific requirements for students in terms of classes they must take other than the general expectation that each student take at least one class a day in both the Communications and the Analysis categories. A great portion of the FOCUS instructional schedule is developed from ideas and requests of students, a feature which the teaching staff feels is largely responsible for the project's positive impact on student attendance records. Teachers assume class assignments on the basis of their overall areas of knowledge and interest, not just within the narrow confines of the formal college teaching majors. Class sizes are kept as small as possible, with large groups subdivided whenever practical. Students, parents, and volunteers from the community are used as teachers whenever they have talents and skills which others would like to share. In short, the atmosphere is relaxed and conducive to building strong proprietary feelings for FOCUS classes as well as all other components of the project.

CROSS PEER INSTRUCTION

Rationale

There are two principal reasons why the FOCUS project makes a determined effort to place students in instructional/leadership roles, either of which would suffice as a rationale for the project's cross peer teaching component. One of these reasons is obvious--project students have and can offer a tremendous variety of skills and talents which, if made available, can enrich the learning of their classmates. Of equal importance is the fact that FOCUS students, as a group, have had relatively few leadership opportunities in their previous schooling and the satisfaction dervied from helping others contributes strongly to the development of positive self-regarding attitudes.

Instructional/leadership experiences provided for FOCUS students are primarily of two types, 1) in-program teaching, and 2) out-of-school tutoring and youth service.

In-Program Teaching

It is not uncommon for the project to encounter student requests for classes and activities which go beyond the individual or collective resources of the teaching staff. Quite frequently the staff solves this lack of "expertise" by enlisting the aid of one or more students who do have the special skills needed to transfer a request into an actual class on the daily program. For example, FOCUS students have taught project classes in guitar, wood carving, model construction, geodesic dome building, astronomy, drama, and first aid. Others have served as primary resources for classes in photo developing, drug absue education, cooking, rock climbing, and stage lighting. Almost without exception, FOCUS students have accepted classmates as their teachers, validating the project's belief that "whoever has the resources should do the job."

Out-of-School Program

There are two major out-of-school leadership activities included in the FOCUS cross peer instruction program. One involves students who work in local elementary schools as "one-to-one" tutors and activity coordinators. FOCUS students have participated as tutors at Jason Lee School, Gregory Heights School, and Youngson School. An interesting aspect of this tutoring program is that it is not completely coordinated by the FOCUS staff. During the 1971-72 school year, a staff member from Portland State University's STAG (Student Tutoring Action Group) served as the field coordinator of the FOCUS tutoring program. The 1972-73 tutoring service is directed by a representative of the Metropolitan Youth Commission's "Step I" program. Both STAG and Step I coordinators have established a "performance contract" system for FOCUS tutors, by which specific job expectations and requirements were defined and agreed to by all parties-- the student, the coordinator, the elementary school principal, and the FOCUS project staff member responsible for the overall conduct of the activity.

The second out-of-school activity in the cross peer teaching program involves a linkage between FOCUS and the CATCH project, an environmental education program operating in Southeast Portland grade schools. Under the sponsorship of the CATCH director, approximately a dozen FOCUS students travel weekly to the CATCH outdoor school site on Larch Mountain to perform both maintenance and instructional duties. In addition to assisting in the construction of new facilities on the site, FOCUS students work individually with elementary school children, particularly those who have been identified as being in special need of a caring "buddy." FOCUS students also have been especially helpful in teaching grade school youngsters about the outdoors, instructing small groups in first aid/survival fundamentals, and providing basic instruction in simple building construction tasks.

Evaluation

Evaluation of the cross peer program is of two types, formal and informal. Informal evaluation, consisting primarily of casual observation and comments from parties involved, indicates that FOCUS students are extremely helpful in their roles with younger students. Classmates of students serving as teachers and resources in FOCUS classrooms claim that they enjoy and profit from the experience of having a peer in charge of their classes. Teachers observe positive attitudinal changes in students who have participated in the program, particularly in the area of "self-image."

Formal evaluation of the tutoring program is carried out in terms of how well or to what degree FOCUS students have met the conditions of their performance contracts. Both STAG and Step I coordinators have indicated that FOCUS tutors have, with few exceptions, done a very creditable job of meeting the expectations outlined in their individual contracts.

Additional evaluations of the overall program have been made by instructional and administrative personnel in the elementary schools serviced by FOCUS tutors, and all offer unqualified support for the concept and student personnel assigned to them.

Summary

The cross peer instruction program conducted in FOCUS serves two primary functions:

1. It provides an important source of instructional expertise and skill for project classes.

2. It provides students with an arena in which they may generate and reinforce positive self-regarding feelings by giving them an opportunity to offer a service recognized as both needed and appreciated by others.

Feedback indicates that the tutoring/leadership program is benefiting all concerned- the students offering service, the students receiving the service, the project staff, and the staffs of cooperating elementary schools.

UTILIZING COMMUNITY RESOURCES

Rationale

FOCUS staff members take the position that students must be provided with as wide a variety of learning experiences as possible, and, therefore, that the project's instructional environment must be extended beyond the limited confines of the classroom and school proper. Correspondingly, the staff also views the metropolitan community as a reservoir of talent which is too often left untapped by the school. For these reasons, there is a consistent effort made to structure out-of-school activities for project students and to provide them with in-school instructional and activity resource persons apart from those formally employed by FOCUS or the school district.

Out-of-School Opportunities

In general, FOCUS out-of-school activities are of three types, instructional, social service, and recreational. Staff members are constantly alert for newspaper stories, magazine articles, word-of-mouth suggestions, and news from other schools and teachers which may lead to profitable field experiences for FOCUS students.

Instruction. One of the most common sights in the FOCUS project is that of students leaving the building. Daily, the project sends groups into the community for on-site instruction. Groups leave to meet with the drivers and mechanics at the garages of a large trucking firm, to take lessons from the professional in a nearby bowling establishment, to meet with an astronomer at the local museum of science and industry, or to observe legal procedures during a criminal trial at the county courthouse. The same students may use part of the next day to visit an international trade show at the Civic Center, watch millions of dollars being processed at the Federal Reserve Bank, or dismantle and trouble-shoot motorcycles at a local Honda cycle shop.

The project staff has found that local craftsmen and businessmen are, in most cases, delighted to work with individuals and small groups and that students have voracious appetites for almost any experience which has a strong "this is real" flavor. The potential of the community as a classroom is practically unlimited and stands available to students and teachers who are willing to move from the cloister of the schoolroom.

Social service. A second aspect of the FOCUS out-of-school curriculum puts students in a community action role. Particularly for those students who have had limited experience at helping others for no reason other than to be helpful, the opportunity for voluntary involvement with persons and agencies needing assistance has been a very positive element of the overall FOCUS program. As an example of this social service function, FOCUS students have worked with the Council of Churches' "Fish" program, collecting, packaging, and distributing food and clothing for needy families. They have taken their guitars and folk songs to entertain the elderly at local churches, and have operated a remedial tutoring program at nearby elementary schools. On several occasions, FOCUS students participated in city-wide campaigns to raise funds for medical research and also planned, organized, and produced an all-school rock festival and light show for the benefit of the Peace Corps.

The benefits of this aspect of the FOCUS out-of-school program are reciprocal: not only are groups in the community given needed assistance, but FOCUS students, many of them with extensive histories as "takers", experience the personal gratification and rewards of being "givers".

Recreation. The third element in the project's off-campus program centers on recreational activities. One of the first observations made by the staff when the project began operation was that few students were aware of the variety of opportunities available in the city and surrounding areas. Consequently, concerted efforts have been made to familiarize students with such opportunities. A considerable portion of the project's budget is earmarked for transportation and admission fees. Charter buses are used to introduce the mountain and coastal areas of the Northwest to FOCUS camping, rock climbing, skiing, fishing, and hiking groups. Few FOCUS students, for example, had ever done any serious rope climbing prior to entering the project. By the end of the first year, however, the climbing group had grown to fifteen avid "rope nuts", and had made several climbs in the Columbia River Gorge and Mt. Hood areas. Cross country skiing, an inexpensive alternative to the downhill sport, became a very popular part of the project's physical education program and several students have taken up the sport as a personal favorite.

Horseback riding, rifle marksmanship, golf, and ice skating are other examples of regular out-of-school activities offered in FOCUS. The emphasis, again, is exploratory and almost any suggestion or clue which promises to offer an alternative to "movies, T.V., and sitting around" is made part of the project curriculum. (One student suggestion, sky diving, was overruled, however, by the timorous project director.)

Visitations to the cultural attractions of the metropolitan area have enriched the lives of all project personnel. Groups have watched a touring Russian ballet company perform Swan Lake at the Civic Auditorium, have attended major motion picture showings, have photographed exotic animals at the zoo, and have seen and discussed exhibits at the Art Museum, Hand Crafts Fair, and Black Studies Center. Some students have become involved in the environmental education and action program at Portland State University, and others have spent hours filming, editing, and producing motion picture documentaries on such subjects as Portland's churches and historic buildings of the city.

Special Resource Personnel

FOCUS uses regularly the services of special resource persons, both paid and volunteer. It is not at all uncommon to visit FOCUS classes and find students working with parents, college students, residents of the school neighborhood, business and professional men, and craftsmen from the metropolitan area.

Parents. Parents of FOCUS students afford one of the most productive sources of supplementary program personnel. By serving as group leaders, for instance, parents make it possible for the project to provide adequate adult leadership for out-of-school field trips without seriously affecting the pupil/teacher ration of FOCUS classes remaining in the school. The project's developing "job sampling" program in career education has been sponsored by a parent support group, and several classes have been taught by interested mothers and fathers with expertise to share with students. It has been the staffs' experience that parents are very willing to assist the school if they can be shown how their contributions are important and appreciated.

University students. Another source of personnel which staff members have explored is that provided by pre-professional college students seeking informal instructional practicum experiences. A number of students from local colleges and universities have worked with FOCUS students, leading such classes as American Folklore, Handcrafts, Literature, Self-Defense, and Graphics. Others have assisted staff members as group leaders during camping trips, and one young lady organized and supervised FOCUS students who conducted a cross-age tutoring program in nearby elementary schools. Several college instructors have agreed to allow their students class credit for volunteer work in FOCUS and, based on the positive reports received from these professors during the first operational year, it is quite likely that this mutually beneficial aspect of the project will be extended in the future.

Business and community personnel. Perhaps the greatest number of supplementary learning experiences available to students in an urban community are those provided by representatives of business firms and civic agencies. FOCUS groups have had specialized, practical instruction by local lawyers, personnel managers, physicians, weavers, social workers, media technicians, pilots, foresters, and military servicemen. While some of those working in the resource specialist role have been paid small sums for their services, most have worked with project students, both in the school and in the community, without compensation. As mentioned previously, the "reality" factor is a powerful motivating influence for academically disinterested students and, for this reason, the use of practicing expers from business, industry, and the professions will continue to be an important component of the FOCUS instructional schedule.

Recommendations

In view of the experiences of FOCUS personnel, the following recommendations are offered those considering a extensive out-of-school learning program.

Transportation. Obviously, any out-of-school program is dependent upon adequate transportation resources. Ideally, a school or project should have "in-house" access to a bus for large group excursions and one or two vans or mini-buses for small group outings.

Ideal facilities are not critical, however. The out-of-school program described above is conducted without any project or school district vehicles. Large groups are moved in buses chartered from private bus companies or from schools in surburban districts. (Charter prices vary greatly and wise cost comparisons can greatly extend available transportation funds.) For small groups going out of the urban area, staff members use their private cars, with the project reimbursing them for operational costs. However, the possibility of legal action resulting from an accident dictates that any staff member using his car to transport students provide himself with adequate insurance. FOCUS requires all staff members to maintain "100-300" insurance coverage as a matter of course. However, short term protection in this amount can be purchased quite inexpensively for drivers whose coverage is for a smaller figure.

(Another FOCUS policy is that only salaried employees of the school district may transport students or lead field trips, again for liability reasons. While this regulation rules out the utilization of parents, friends, pupils, and student teachers as drivers, it doesn't completely incapacitate an out-of-school program.)

Public bus transportation is used frequently by FOCUS groups traveling within the city. Since fares are greatly reduced for those with special bus cards, the project urges all students to purchase such cards at the beginning of the school year. From a financial view point, public buses provide perhaps the cheapest mode of transportation available and should, therefore, be the first alternative considered when planning field trips and visitations.

Resource bank. It is recommended strongly that an accurate, up-to-date file be kept on all supplementary resources utilized by the school or program. Such a record is kept in FOCUS by maintaining individual file folders for every field trip and excursion. The folder for a given trip will contain information regarding destination, contact persons, transportation cost comparisons, necessary equipment, and an overall evaluation of the experience.

A similar file system is being developed to refer staff members to persons in the community who are available to the project. File entries indicate names, addresses, telephone numbers, areas of expertise, availability, and similar information. These records should be available to colleagues outside the project and the suggestion of faculty members should be used to expand the file. (An attractive possibility is the use of parent volunteers to develop and maintain this material.)

Student contributions. It is recommended that students be expected to contribute financially to any out-of-school project in which they participate. The rationale for this is not financial but affective. FOCUS staff members have observed a different dynamic at work when students make a contribution, however small, toward the costs of a field trip or special project. As a matter of practice, students are expected to raise approximately ten percent of the travel costs for out of town excursions and to pay all of the fare when city buses are used for local trips. In the case of extended trips to distant locations (Seattle, Hawaii, California, etc.), part of the group preliminary planning should be for a variety of fund raising projects which will help it accomplish the travel objective.

PERFORMANCE OBJECTIVES

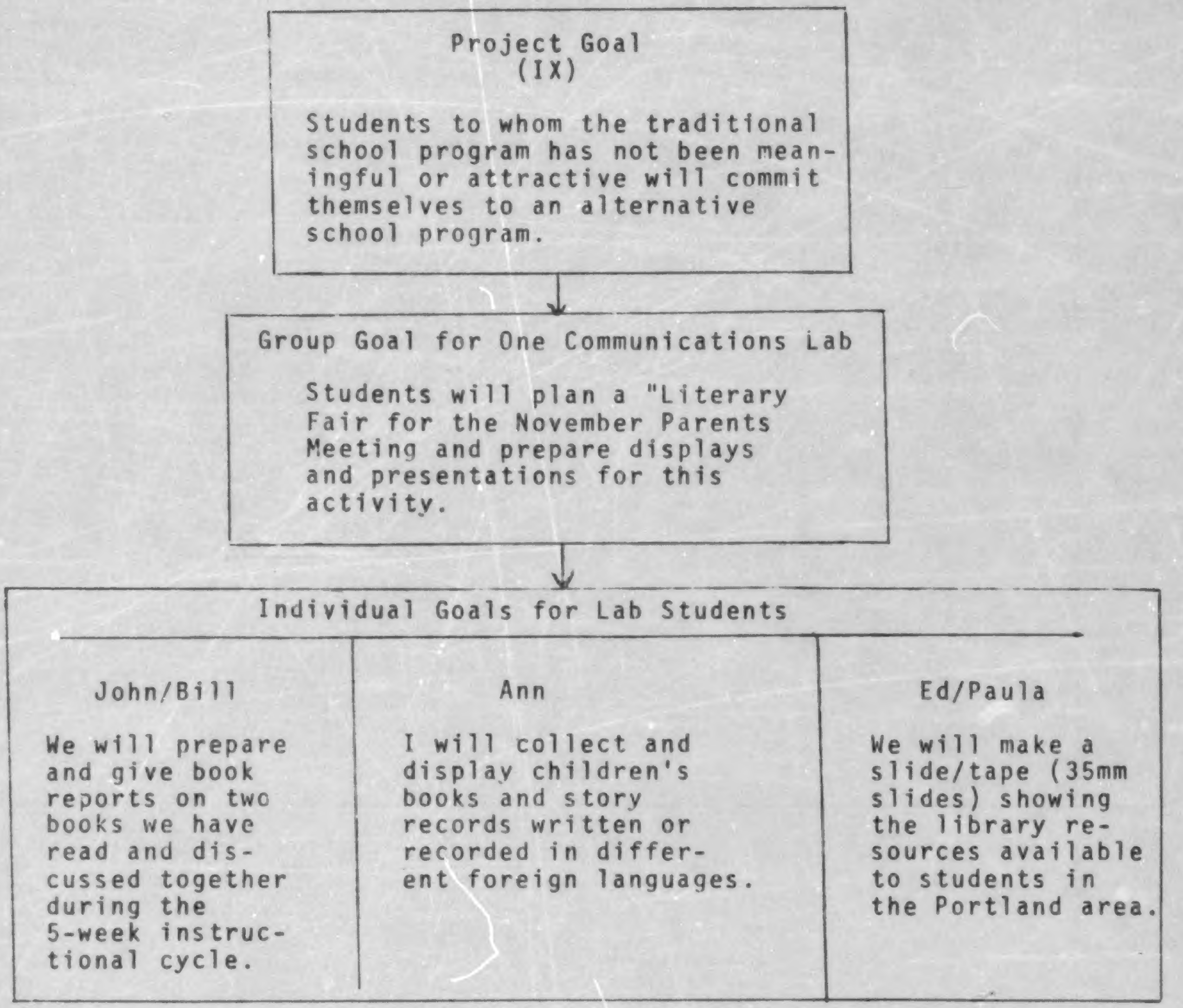
Rationale

Particularly because FOCUS has a demonstration project with responsibilities to document instructional successes and failures for the benefit of the general educational community, the project has adopted the policy of outlining instructional aims, strategies, and materials in the form of performance objectives. This procedure has not only allowed the staff to make accurate reports to the educational community, but provides the additional benefit of allowing teachers and students to pursue mindful activities in the FOCUS classrooms, activities which are designed to result in well-defined student competencies.

Format

The FOCUS "objectives format" identifies four elements in a sound performance objective: 1) Audience, 2) Behavior, 3) Content, and 4) Degree. Put another way, FOCUS sees the ideal performance objective as one which clearly identifies the target person, specifies what his outcome behavior (learning competency) will be, defines the context in which the learning will take place, and, finally, describes the level of competency which will be acceptable to the student and teacher.

While it is not always possible to make clear connections between overall project goals and the group and individual goals which are generated in FOCUS classrooms on a day-to-day basis, staff members attempt to relate learning activities to the broad project aims whenever possible. As an example, consider the "flow" below:



Project Goal
(IX)

Students to whom the traditional school program has not been meaningful or attractive will commit themselves to an alternative school program.

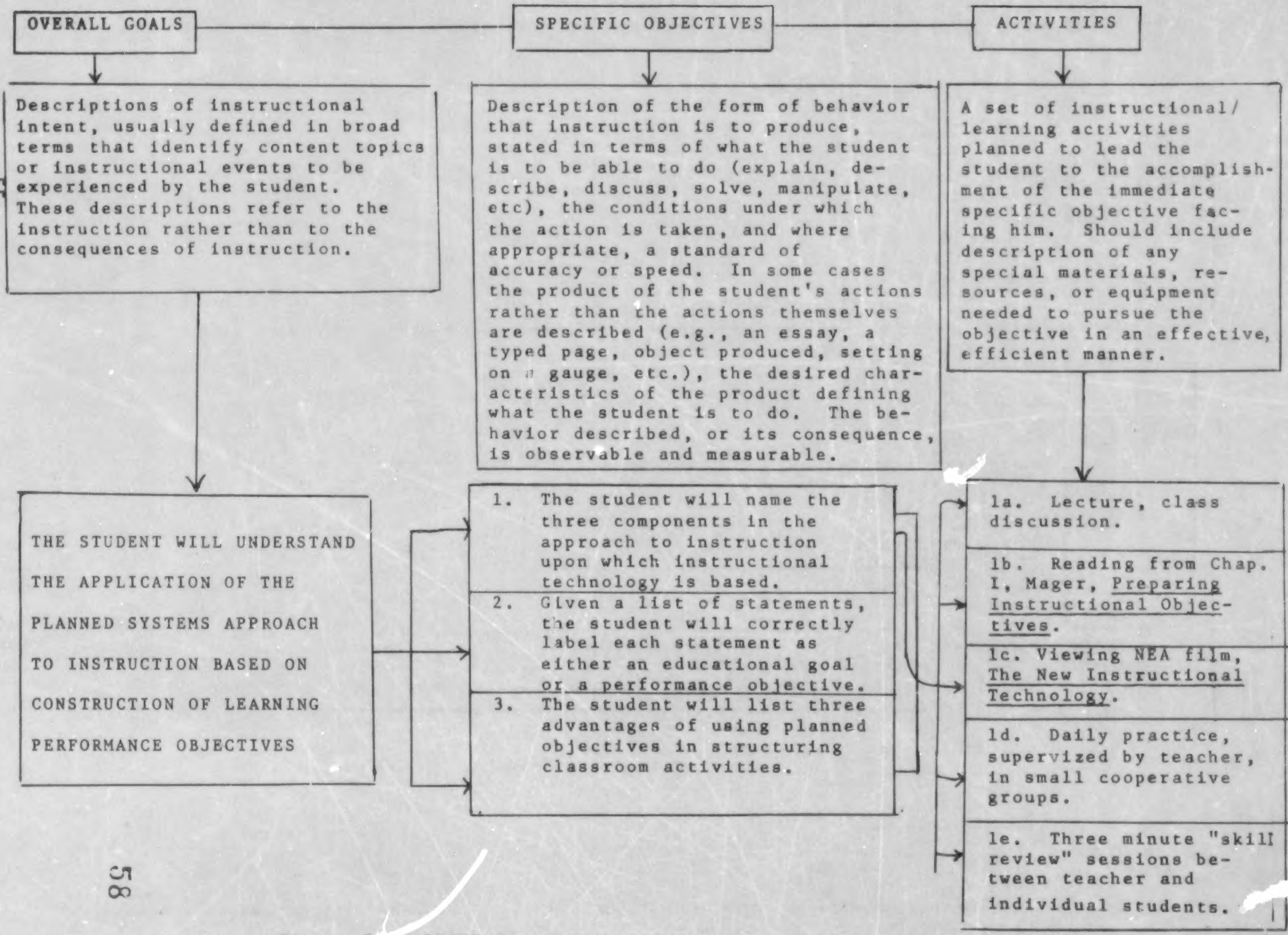
Group Goal for One Communications Lab

Students will plan a "Literary Fair for the November Parents Meeting and prepare displays and presentations for this activity.

Individual Goals for Lab Students

John/Bill	Ann	Ed/Paula
We will prepare and give book reports on two books we have read and discussed together during the 5-week instructional cycle.	I will collect and display children's books and story records written or recorded in different foreign languages.	We will make a slide/tape (35mm slides) showing the library resources available to students in the Portland area.

While this "flow" is not presented in detail, the relationship between project goals, group goals, and individual goals is clear. The same relationship is indicated in Figures 5 and 6.



OVERALL GOALS

Descriptions of instructional intent, usually defined in broad terms that identify content topics or instructional events to be experienced by the student. These descriptions refer to the instruction rather than to the consequences of instruction.

SPECIFIC OBJECTIVES

Description of the form of behavior that instruction is to produce, stated in terms of what the student is to be able to do (explain, describe, discuss, solve, manipulate, etc), the conditions under which the action is taken, and where appropriate, a standard of accuracy or speed. In some cases the product of the student's actions rather than the actions themselves are described (e.g., an essay, a typed page, object produced, setting on a gauge, etc.), the desired characteristics of the product defining what the student is to do. The behavior described, or its consequence, is observable and measurable.

ACTIVITIES

A set of instructional/learning activities planned to lead the student to the accomplishment of the immediate specific objective facing him. Should include description of any special materials, resources, or equipment needed to pursue the objective in an effective, efficient manner.

THE STUDENT WILL UNDERSTAND THE APPLICATION OF THE PLANNED SYSTEMS APPROACH TO INSTRUCTION BASED ON CONSTRUCTION OF LEARNING PERFORMANCE OBJECTIVES

1. The student will name the three components in the approach to instruction upon which instructional technology is based.
2. Given a list of statements, the student will correctly label each statement as either an educational goal or a performance objective.
3. The student will list three advantages of using planned objectives in structuring classroom activities.

1a. Lecture, class discussion.

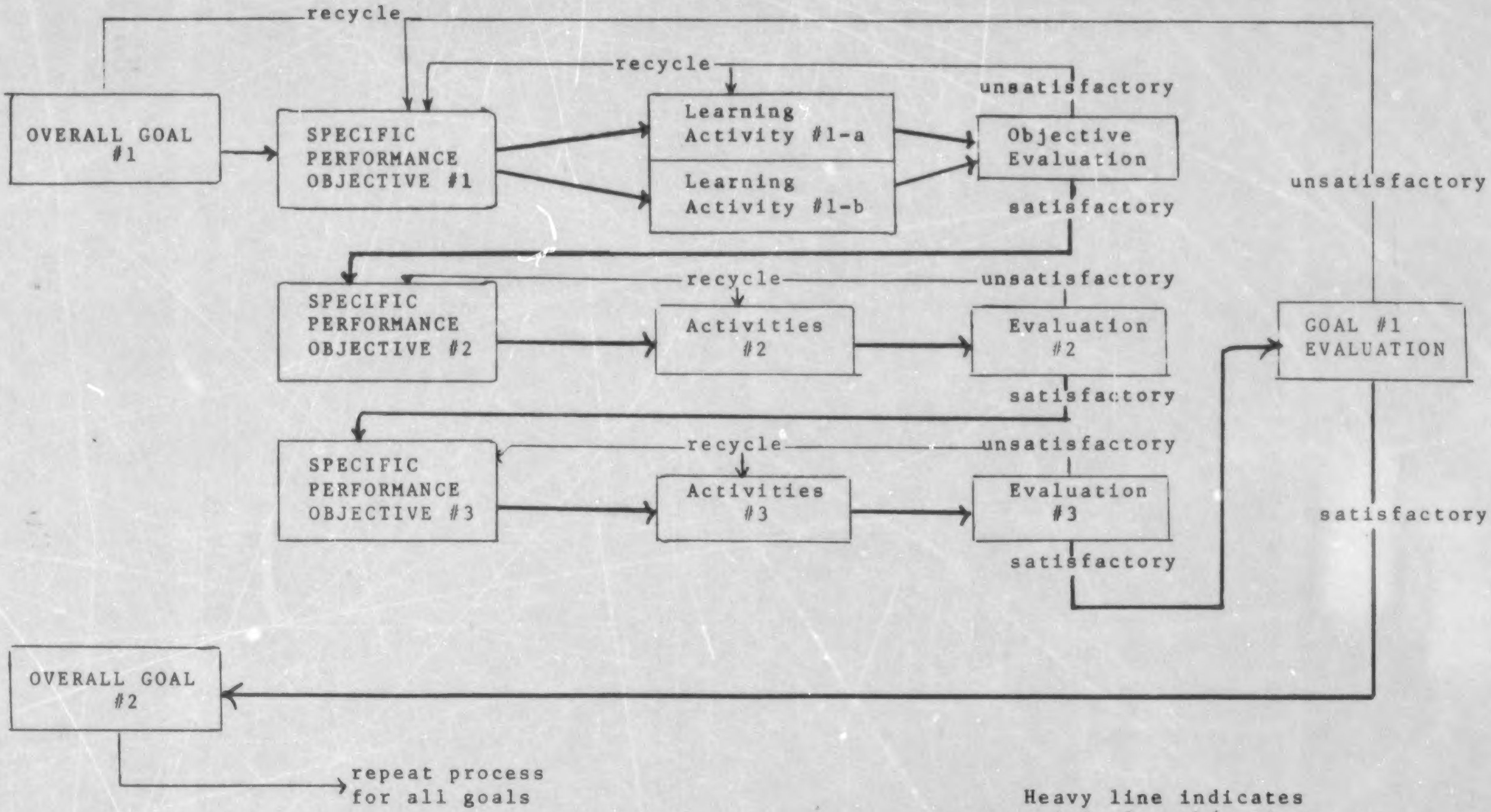
1b. Reading from Chap. I, Mager, Preparing Instructional Objectives.

1c. Viewing NEA film, The New Instructional Technology.

1d. Daily practice, supervized by teacher, in small cooperative groups.

1e. Three minute "skill review" sessions between teacher and individual students.

Figure 5. SEQUENCE OF FLOW - PREPARING PERFORMANCE OBJECTIVES


recycle
recycle
unsatisfactory
OVERALL GOAL #1
SPECIFIC PERFORMANCE OBJECTIVE #1
Learning Activity #1-a
Learning Activity #1-b
Objective Evaluation
unsatisfactory
satisfactory
recycle
unsatisfactory
SPECIFIC PERFORMANCE OBJECTIVE #2
Activities #2
Evaluation #2
GOAL #1 EVALUATION
satisfactory
recycle
unsatisfactory
SPECIFIC PERFORMANCE OBJECTIVE #3
Activities #3
Evaluation #3
satisfactory
satisfactory
OVERALL GOAL #2
repeat process for all goals

Heavy line indicates
critical path/optimum
flow.

Figure 6. Planning, Instruction, Validation Cycle

Instructional Module Objectives and Evaluation

Teacher: Lincoln Lab Classification Elective

Module Emphasis: Art Lab Duration: 4 weeks Rel. Proj. Obj.

Module Origin (Teacher/Student initiation - explain): student request for water color class

Module Goal or Purpose to provide students with opportunity to develop new art skills.

Module Performance Objectives:

1. Students will identify all materials and procedures necessary in water color painting. (different brushes, papers, paints.)
2. Students will complete a folio of at least five original water color paintings and will take part in a small group critique session led by the teacher in which each painting is analyzed in terms technique, color selection, theme, and perspective.

Student's Name	Obj. 1	Obj. 2
1. Clair Hersey	Y	Y
2. Sue Peterson	Y	Y
3. Sonja Hunt (3 only)	N	Y
4. Bill Hunter	Y	N
5. Omar Oakes	Y	Y
6. Ken Ertel	Y	Y
7. Terry Snider	Y	Y
8. Alan Prentice	N	N
9. JoLynn Marsh	N	Y
10. Alicia Thompson	Y	Y
11.		
12.		

Student's Name	Obj. 1	Obj. 2
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		

Instructional Strategy	Special Resources and Materials
INTRODUCTION MATERIALS	
1. Display of basic water color materials.	1. Paint kits, variety of brushes, different types of paper, easel.
2. Show Film "Enjoying Water Colors" " " "Water Color Techniques"	2. Advance order film from Media Center, SD #1 Advance order film from Mult. County Library.
3. Practice/experimentation by students during first and second days.	
PROJECT WORK	
1. Make preliminary pencil sketch, marking color areas for later.	
2. Teacher-student conference to discuss preliminary sketch. Teacher approves when acceptable, issues materials for final painting.	
3. Teacher available for help during each module.	
CRITIQUE SESSION	
1. Each student joins a three-person critique team.	
2. Periodic meetings to look over each others' work. (Teacher present when requested.)	
3. Formal meeting of group with teacher to analyze each folio.	

Note: Please indicate, alongside each student's name, whether or not he has achieved the stated objectives. Place a Y for Yes or N for No in the box representing each objective.

MEMORANDUM

Madison High School / PORTLAND PUBLIC SCHOOLS 2735 Northeast 82nd Avenue / Portland, Oregon 97220

ESEA Title III Project FOCUS

Telephone 1 (503) 253 4781

FROM: Bill Olsen

Date: Nov. 14, 1972

TO: Bob Hughes

Performance Contract

Re: Bob Hughes

Working in cooperation with Bill Olsen, Kathy Fitch and Tim Ash (Director, C.A.T.C.H.), Bob Hughes will explore the possibilities of initiating an individual project in either or both the educational or work program of the C.A.T.C.H. project. After surveying the C.A.T.C.H. facilities and program activities on Thursday, Nov. 16th, Bob will present a plan to Mr. Olsen no later than Monday, Nov. 20th. This plan will include the objectives for his project, the resources needed (costs) and any other pertinent information he feels is necessary to explain the process and outcome of his individual contract. FOCUS will furnish Bob with a copy of Rasberry Exercises, Greenway & Rasberry, 1970 to provide resource information for the planning of his activities.

Bob will complete his project to the satisfaction of himself, Mr. Ash, Ms. Fitch, and Mr. Olsen and provide these people with a method or procedure for evaluating his progress. Upon completion of this project, Bob will take the initiative to start another.

Bob Hughes
Bob Hughes

Kathleen J. Fitch
Kathy Fitch

William Olsen
Bill Olsen

Tim Ash
Tim Ash

A STUDENT INDIVIDUAL PROJECT

STUDENT NAME PHIL REID MOD 4

LAB NAME REALITIES TEACHER KANTER DATE 11/14/72

Approved ________ not approved ________

1. Explain what you want to do.
I want to organize a small class of FOCUS students to put on a light show. We will work independently, but will need the help of Steve Smith, a student at Adams who really knows all about light shows.

2. What new learning will you get from your project?
We'll learn how to manufacture "home made" equipment which will work just as well as store stuff. We'll learn how to put color slides, gel sleeves, and music together in a smooth way.

3. How long will your project take to finish?
We can get it done (with a real show) by the end of the four week cycle if we can get Steve Smith over here a couple of times a week to start.

4. What do you need to accomplish this project? (Equipment and supplies)
Use of overheads and tape recorder, some clock glasses, glass slides, food dye.

a. books ___
b. workbooks ___
c. films, filmstrips ___
d. records x
e. games ___
f. camera ___
g. VTR ___
h. tape recorder X
j. language master ___

k. Other - please list completely. If the project does not have these things, where can we get them and how much do they cost?
all photo supplies can be gotten at Conklings and the clock glasses downtown at the Portland Clock Shop. We'll need other stuff but can't be sure what until Steve Smith helps us get a list.

5. How will you show teacher and others what you have learned? Here are some suggestions--other ways are possible.

a. demonstrate x
b. Discuss ___
c. Experiment ___
d. Written report ___
e. Tape recording ___
f. VTR tape ___
g. Photographs or slides ___
h. Oral report ___
i. bulletin board or other display
j. collage or art projects

k. Other X (please describe completely)
We'd like to put on a show for all the FOCUS kids, maybe even for the whole school.

6. How will we know if you did what you set out to do?
Come to the show!!

a. I will discuss my project with the teacher
b. I will give a report to the class and they will all review it
c. Other

Maybe we could sell tickets to help pay for the equipment and materials.
We'll work through the lunch hour if we can get permission to eat lunch in C-55.
We'll also need some teacher to help us write up our objectives so that Ralph will be happy.

COUNSELING AND GUIDANCE FUNCTIONS

The Guidance/Counseling component of the FOCUS project involves activities in several areas:

1. Academic Advising
2. Individual Counseling
3. Group Counseling
4. Career/Vocational Counseling

Academic Counseling

The academic counseling program, conducted by the entire staff under the direction of the team leader, involves student activities in:

1. FOCUS
2. Regular Madison program classes
3. Forecasting

FOCUS Classes. The FOCUS staff maintains a constant alert for clues which will allow them to structure the project's class program and learning activities around the individual needs and concerns of students. Informal conferences between staff and students result in special classes designed to accommodate specific learning needs. For example, students who feel inadequacies in certain areas-- reading, composition, mathematics-- are "steered" toward classes and workshops which can help them deal with these inadequacies. Since no classes are required in the project, a student's decision to enroll in any particular class is entirely his own. However, this decision is, more often than not, the result of an informal counseling session with a member of the FOCUS team. In cases where a student acknowledges a severe learning disability, special testing and remedial programs, often utilizing diagnostic and clinical personnel from outside the project, are implemented.

Madison Classes. Students frequently request instruction in areas which go beyond the resources of the project staff. In such cases, the student meets with the team leader to discuss the possibility of utilizing the resources of the regular Madison faculty. Once a tentative plan has been agreed to by student and team leader, the team leader approaches the Madison teacher with a request that the teacher accept the student in one of his regular program classes on a contract basis. Such placements are made regularly and continue until the contract objectives are accomplished or until the student requests that the arrangement be terminated. Generally speaking, FOCUS students establish temporary enrollments in classes which teach specific skills such as instrumental music, astronomy, sewing, typing, business machine operation, and industrial arts.

It must be emphasized that "outside" placements are made only on student request and only when they support the student's expressed interests and needs. The role of the counselor, then, is to help the student identify his interests and needs and explore alternatives which hold promise of helping him enter the educational strand which holds the most promise for him.

Forecasting. The FOCUS counseling program most closely parallels the regular Madison counseling program in the area of forecasting. When a student is preparing to leave FOCUS and enroll in the regular program, the team leader meets with him to discuss the type of schedule he will take In general, there are two types of students involved in this very directive counseling: 1) students completing their junior year in FOCUS and looking ahead to the senior year in the regular program, and 2) freshmen and sophomores who have requested transfer from FOCUS, either during the academic year or for the following year. In both cases, the teachers will discuss the student's weaknesses and strengths, explain classes required in the regular program, and help the student explore available electives. All forecasts for the regular program are completed by the FOCUS team leader, subject to approval by the student's regular program counselor.

Individual Counseling

A key function of all staff members is to provide an open, uncritical ear for students who have particular personal problems or concerns to air. Perhaps half of the activities which fall within the scope of the FOCUS counseling program involved non-directive listening sessions between students and staff members. It is characteristic of the particular population served by the project that most students will have concerns and personal difficulties which they want to bring to a concerned adult. Staff members have found that students seem to gravitate toward what Comb's has called "the significant other" and find it necessary, therefore, to be available at all hours to students needing a sympathetic, responsive listener. Staff members are frequently called on to help students sort out their thoughts concerning family problems, drugs, sex, peer group difficulties, financial planning, and even "hang-ups" they may have with other staff members.

Group Counseling

There are two types of group counseling activities within the FOCUS guidance/counseling program: 1) small group "rap" sessions, and 2) formal "staffings".

Rap Sessions. Generally initiated by the project staff, Rap sessions serve two distinct purposes. First, the Rap session provides an opportunity for students to meet with one or two teachers for the purpose of general discussion and information sharing. Second, the Rap group provides a forum in which students may bring concerns of a more personal nature to a group, In both cases, staff members serve only as facilitators, working to keep the group on the task of exploring alternatives for problem resolution. In retrospect, the Rap session has been perhaps the most effective and rewarding element of the overall FOCUS counseling program.

Staffing Groups. It is occasionally necessary to organize a group of staff members, parents, and students in order to address a school-related issue facing a student. Such staffings serve as a vehicle for presenting information regarding the student's attendance, class progress, and school behavior. The staffing also provides staff, parents, and students with an opportunity to air feelings and complaints and to make suggestions for revising the processes and procedures of the project. Every attempt is made to keep staffing sessions non-judgemental in nature in order that the impact of direct feed-back not be negated by defensiveness.

It should also be mentioned that considerable staff time and energy is expended working with parents. The project has, at times, conducted evening "family counseling" meetings. The multiplicity of problems and conflicts occuring in the homes of FOCUS students is, in the words of one staff member, "staggering," and parents have frequently requested the services of FOCUS personnel in helping them find strategies for dealing with the issues which upset their daily home lives.

Career/Vocational Counseling

Career Awareness. A developing thrust of the FOCUS project concerns the need for additional career awareness activities. Staff members attempt to add a career potential flavor to as many classes as possible. This is done in an effort to make students aware of the occupational families and clusters which may provide them with interesting and satisfying educational and vocational avenues after leaving high school.

Career Exploration. In most cases, the facilities of the school are too limited to offer students opportunities to make in-depth explorations of the careers which are attractive to them. When the resources of the school are exhausted, the team leader tries to find an out-of-school "practicum" for any student who has a reasonably well-defined interest in a particular occupational cluster. On-site orientation and observation placements are arranged with the cooperati[illegible] various business and service organizations [illegible]he metropolitan community.

A typical example of this component of the counseling program is the case of Steve, a FOCUS junior with strong interest in broadcast communications. Following a year's experience and training with the project's video tape equipment, Steve reached the point at which his competence with the VTR gear outstripped that of any FOCUS or Madison staff member. To meet Steve's needs for additional training, the project director arranged for a six-week observation experience with the local ABC-TV station. Following this, Steve was placed with the School District's Instructional Television project where he spent half of each school day going through a series of "hands on" technical and production experiences. Simultaneously, Steve's teachers designed a half-day school program which complemented the practicum-- directing his writing, reading and general education activities twoard areas of broadcast communications. The project director, in the meantime, helped Steve investigate post-secondary educational options which would allow him to supplement his practical knowledge of television with an academic preparation program. Steve's whole package, then, completed over a period of a year and a half in FOCUS included:

1. School-based awareness program with basic experience with television equipment and production techniques.
2. Field-based orientation and observation.
3. School instructional program directed toward competencies required in broadcast communications.
4. Field-based "hands on" experience to further practical skills.
5. In-school counseling to define post-secondary opportunities for continued broadcast communications preparation.

Programs similar to the one developed for Steve have been found for students interested in other career directions-- newspaper writing, auto mechanics, even mortuary science-- since FOCUS began its movement into the field of career education. The goal, of course, is to provide a system through which students may explore various career opportunities and validate their surface interests by means of on-site observation and experience.

Vocational Work Experience. FOCUS maintains a cooperative agreement with the Madison vocational counselor. Through this arrangement, FOCUS students who have part-time jobs may receive school credit for their job experiences. (A VWE unit serves as an elective credit toward graduation.) The team leader may assit students in finding and keeping part-time employment, but the operation of the overall work experience program is a function of the Madison vocational counselor. In addition to part-time jobs which they find themselves, students may chose to participate in one of the more extensive career programs which have been developed by Madison. These include training experiences in cosmetology, food service, landscape gardening, and merchandising.

Occupational Information (Under development)

Apart from the group of students who are experiencing the world of work first-hand through their on-the-job placements, a more comprehensive exploration activity was developed for all project students starting in the late spring of 1973. Utilizing the resources of the Madison M.E.C.C.A. Center, Career Education Resource Center, and the Multnomah County I.E.D. computer hook up, students will participate in a series of activities initiated by the U.S.T.E.S. Interest Check List, followed by the Job-O Survey, and concluding with a computer print-out from the Occupational Information Access Systems Survey. These activities, integrated with individual vocational guidance activities designed by the staff using resources such as the Dictionary of Occupational Titles Resource Center materials often help students refine many of their choices and greatly enhance their awareness of career opportunities.

ANALYZING STUDENT ATTITUDES

Need

The attitude of the student is a key factor in operating in any school setting. One of the key concepts of the FOCUS project is that how the student perceives himself, his peers, and his teachers determines the degree of involvement he displays with the total school environment. The great majority of the goals pursued in FOCUS are geared toward the affective realm. Specifically, affective goals fall within three overall classifications:

1. Behaviors which indicate a positive view of self and school;
2. Behaviors which indicate an ability to establish and pursue realistic learning goals; and
3. Behaviors which indicate an identification of, appreciation for, and utilization of a variety of school and community resources.

Self-regarding Attitudes

Seven particular behaviors have been identified by the FOCUS staff as indicators of student self-regarding attitudes.

1. Students will tell teachers when class procedures and activities seem inappropriate.
2. Students will take part in formulating project activities and procedures.
3. Students will verbally interact with peers and teachers in problem-solving activities and procedures.
4. Students will make positive statements regarding their teachers, classes, and school experiences.
5. Students will direct critical statements toward specific events or persons

rather than toward "they" or "it" in general.

6. Student interaction will encompass individuals other than those in age-group and peer-group populations.

7. Students will identify and label their feelings toward other persons, objects, and situations.

Goal Setting

8. Students will identify alternative approaches to problem-solving and will select alternatives which increase the chance of problem solution.

9. Students will recognize situations in which they cannot.

10. Students will identify those rules and social procedures which limit or restrict their activities.

11. Students will give application to new ideas, both practical and aesthetic.

Utilization of New Resources

The project has established four specific goals which reflect a concern for having students recognize and use the multitude of resources available to them both in the school and community environments.

12. Students will participate in a variety of school activities.

13. Students will seek out FOCUS personnel qualified to aid them in their specific learning tasks.

14. Students will seek out the potential resources of the Madison high school staff and physical plant and utilize those which can serve their learning needs.

15. Students will seek out the potential resources of the metropolitan community and utilize those which can serve their learning needs.

The Problem of Affective Measurement

One basic difficulty in a school program which has been designed to attend more to the affective domain than to the cognitive concerns is to measure and record student growth in affective areas. Cognitive growth, such as a student's increasing abilities to manipulate numbers, grammar, or reading skills can be measured with a fair degree of efficiency by standardized achievement tests. These tests provide not only a permanent record of year-by-year growth and achievement in academic skills, but they also provide immediate information about a student's current achievement levels, for use in planning his/her curricular program.

No similar instruments are readily available to measure less tangible features such as attitude toward school, ability to initiate and complete one's own learning activities, and skills in handling one's own positive and negative feelings.

The FOCUS staff has been concerned with measuring affective growth in its student population for two reasons. Frankly, one reason is that the project has had to satisfy evaluators, both in and out of the district, that it is fulfilling its stated goal of improving student self-concept. But the second and more urgent reason is that the staff wants such information for internal evaluation of project policies and procedures, and curriculum design. The staff needs to know: 1) is it doing an acceptable job in improving student self-concept? 2) what specific strategies seem to work best in this area, and 3) which practices are ineffective.

Early Instrumentation

During the 1971-72 and 1972-73 school years, two forms were used to measure attitudinal change and growth. One, known locally as the "Bubble Card", was designed to measure three aspects of student self-concept - 1) appearance, 2) participation in classroom and school activities, and 3) relations with others - and three aspects of enthusiasm for school - - 1) responsiveness to instruction, 2) attendance, and 3) support for school programs. The instrument was an IBM machine-scored card with "bubbles" to blacken to rate each student numerically from 1 (excellent) to 5 (poor) on each category described above. Two sheets of general instructions and interpretations of the categories accompanied the cards.

The FOCUS staff found information collected from the cards so subjective and non-specific as to be worthless, both in terms of evaluating the project's impact on any given student, and in pointing the way toward additional strategies which might increase the student's growth and progress in building a positive self-concept.

The second instrument, the Student Behavior Checklist, was designed by the project's evaluator and consisted of fifteen descriptions of behavior to be rated numerically according to the frequency of occurrence observed by the teaching staff in the classroom setting. The rating scale ran from 1 (0-20% of the time) to 5 (81-100% of the time).

Data from this form was somewhat more useful to the staff since it was considerably more specific and suggested to the staff which behaviors to look for in evaluating student self-concept, and which behaviors to reinforce. However, the Student Behavior Checklist was much too long and staff members found it difficult to recall accurately how many times each of 100 students had performed each of 15 behaviors over a 4-week time span. Items tended to blur one into the other as the staff did the ratings, and it was felt that the instrument once again became too subjective in its use.

Neither the "Bubble Card", nor the Student Behavior Checklist provided the data needed by the staff to evaluate affective growth and change in the overall student population or in any individual student. So, in the fall of 1973, the staff decided to develop a new instrument to collect this data.

Revised Instrument

One staff member volunteered to design the new instrument. The staff requested a brief form, utilizing ratings on no more than five specific behaviors. It was also requested that the ratings be based on observably different behaviors rather than on frequency or degrees of the same behavior since tallying instances of behavior accurately for a whole classroom while teaching is impossible. Consensus was reached on the five general categories of behavior to be used: two would relate to classroom productivity and learning-style; two to emotional maturity in relationships with other people; and one on attitude toward school.

In developing the instrument, a number of resources were used, both reference material* and persons with expertise in the field. The project's evaluator gave information on effective numerical rating systems and the project counselor reviewed each section as it was prepared. The entire staff reviewed each item in rough draft and provided input at each stage of development. (See Figure 7-c)

Advantages of New Instrument

The FOCUS staff wanted to have each of the five items reflect a logical progression which a student might follow in moving toward becoming a healthy, self-motivated, active learner. Thus, the instrument would describe not only where any student was along the scale at any point in time, but would also describe which behaviors the staff should encourage and reinforce next to keep the learner moving toward the ideal state. The staff also attempted 1) to use only operational definitions of observable behavior (as opposed to description requiring the rater to infer something or report his/her "feeling about..."), and 2) to make each description for each level of achievement reflect a difference in kind of behavior

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*Rogers, Carl R. *On Becoming a Person*
Shostrom, *Man the Manipulator*
Glasser, *Reality Therapy*
Mager, Robert, *Goal Analysis*

rather than a difference in frequency of behavior. In the latter goal, the staff was only partly successful. Items A and B on the form are the best done in these terms and items C and D, the worst done. It is anticipated that further revision of these two items will be needed.

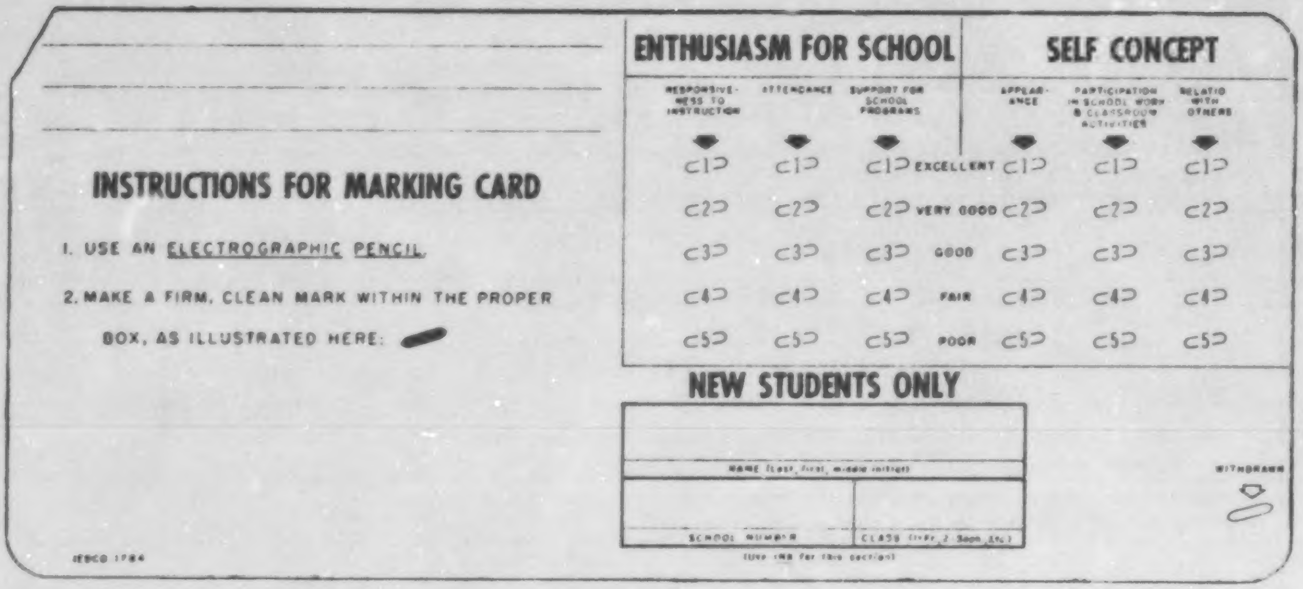
The form is used just as it appears with the staff members marking the appropriate box for each student's level directly on the form. This helps to prevent "form fatigue", a state of mind which develops when one thinks numbers instead of students and behaviors.

The form is to be used at two-month intervals during the 1973-74 school year, and the staff anticipates that the data collected will provide useful data for both internal and external evaluation of the project's accomplishments in improving student self-concept. The staff will also use these data in writing prescriptions for behavior modification with individual students.

Review and revision of the form is projected for the summer of 1974 after the form has been in use for an entire school year.

Conclusions

The use of these special survey systems to analyze student attitudes has made it possible for the FOCUS staff to obtain rather specific data regarding the project's success in affecting attitudinal change in students. For example, data from 1973-74 indicated that project sophomores have, in general, a more positive regard for self and school than do freshmen; that more staff effort should be directed toward accessing project students to the facilities and resources of the "regular" school; that the greatest positive attitudinal changes seem to occur during the first semester of the school year; and, thus far, the greatest impact in increasing the level of student participation in class activities. While, as has been stated, appriasal inputs are basically of a subjective nature, there seems little doubt that feedback thus generated affords solid information to be used in revising and redirecting various program activities and components.



INSTRUCTIONS FOR MARKING CARD

1. USE AN ELECTROGRAPHIC PENCIL.
2. MAKE A FIRM, CLEAN MARK WITHIN THE PROPER BOX, AS ILLUSTRATED HERE:

ENTHUSIASM FOR SCHOOL				SELF CONCEPT		
RESPONSIVE-NESS TO INSTRUCTION	ATTENDANCE	SUPPORT FOR SCHOOL PROGRAMS		APPEAR-ANCE	PARTICIPATION IN SCHOOL WORK & CLASSROOM ACTIVITIES	RELATIO WITH OTHERS
⊂1⊃	⊂1⊃	⊂1⊃	EXCELLENT	⊂1⊃	⊂1⊃	⊂1⊃
⊂2⊃	⊂2⊃	⊂2⊃	VERY GOOD	⊂2⊃	⊂2⊃	⊂2⊃
⊂3⊃	⊂3⊃	⊂3⊃	GOOD	⊂3⊃	⊂3⊃	⊂3⊃
⊂4⊃	⊂4⊃	⊂4⊃	FAIR	⊂4⊃	⊂4⊃	⊂4⊃
⊂5⊃	⊂5⊃	⊂5⊃	POOR	⊂5⊃	⊂5⊃	⊂5⊃

NEW STUDENTS ONLY

NAME (Last, first, middle initial)

SCHOOL NUMBER

CLASS (1=Fr, 2 Soph, Etc)

(Use ink for this section)

WITHDRAWN

IESCO 1784

Figure 7-a. Old Form (replaced 9/73)

FOCUS
Student Behavior Checklist

Directions: At the end of each student observation period, place a summary rating of the frequency with which the student has demonstrated each of the below listed behaviors.

Place the number corresponding to the most appropriate frequency of occurrence, as indicated by the rating scale, in the box to the right of each behavior.

Name:______________________ Date:____________ Rater:_____________

Frequency Rating Scale:

5	4	3	2	1
Nearly Always	Frequently	Occasionally	Seldom	Hardly Ever
81 - 100%	61 - 80%	41 - 60%	21-40%	0 - 20%

Behaviors:	The student will...	Observation Period	
1.	tell teachers when class procedures and activities seem inappropriate.		
2.	take part in formulating project activities and procedures.		
3.	verbally interact with others in problem-solving activities.		
4.	make positive statements regarding his teachers, classes, and school experiences.		
5.	direct critical statements toward specific events or persons rather than toward "they" or "it" in general.		
6.	interact with individuals other than those in age-group and peer-group populations.		
7.	identify and label his feelings toward other persons, objects and situations.		
8.	identify alternative approaches to problem-solving and will select alternatives which increase the chance for problem solution.		
9.	recognize situations in which he can affect change and those in which he can not.		
10.	identify those rules and social procedures which limit or restrict his activities.		
11.	give application to new ideas, both practical and aesthetic.		
12.	participate in all-school activities.		
13.	seek out FOCUS personnel qualified to aid in his specific learning tasks.		
14.	seek out the potential resources of the Madison staff and facilities and utilize those which can serve his learning needs.		
15.	seek out the potential resources of the metropolitan community and utilize those which can serve his learning needs.		

Anecdotal Record of Pertinent Incidents (may be continued on reverse side)

Figure 7-b. Old Form (Replaced 9/73)

STUDENT BEHAVIOR CHECKLIST (New Revised form beginning Sept. 1973)

Directions: At the end of each student observation period, circle the summary rating which best describes the student's behavior pertaining to each of the five specific behaviors identified below.

Student's Name: ______________________ Date: ______________ Rater: ______________________

|—— unacceptable behavior ——|—— acceptable ——|—— superior achievement ——|

A. The student shows involvement in class and project activities.

1	2	3	4	5
Does not appear to be involved/interested in project learning activities; resists staff efforts to encourage involvement.	Needs constant staff supervision to accomplish learning activities.	Will complete learning activities when planned by teacher with a minimum of staff supervision.	Takes responsibility for planning and executing own personal learning activities.	Takes responsibility for planning or running a class or project activity.

B. The student works productively with both staff and students in small groups.

1	2	3	4	5
Is a disaster in a group; cannot work productively with two or more people.	Has difficulty in being a productive group member, resists staff attempts to encourage group involvement.	Works productively only with personal friends.	Will work productively with students and staff when directed to do so by staff.	Actively seeks opportunity to work productively with a variety of staff and students.

C. The student shows ability to handle own feelings and other people's in a manner not destructive to self or others.

1	2	3	4	5
Usually blames misbehavior on causes external to self, shows little regard for feelings of others, requires much unrequested staff intervention to resolve interpersonal conflicts.	Frequently attributes own misbehavior to external causes; behavior frequently incongruous with personal feelings; requires frequent unrequested staff intervention to resolve interpersonal conflicts.	Behavior generally appears congruent with own feelings; only occasionally needs unrequested staff intervention to solve interpersonal conflicts.	Usually is sensitive to feelings of others and to impact of own behavior on others; seldom fails to accept responsibility for own behavior.	Usually shows awareness of and sensitivity to own feelings and those of others, displays appropriate reaction to such feelings; consistentl accepts responsibility for ow behavior.

D. The student deals constructively with feedback from othr students and staff about own behavior.

1	2	3	4	5
Rejects all feedback from other students and staff.	Overreacts to most feedback; or is very dependent on positive feedback to maintain productivity and acceptable behavior.	Can accept negative feedback most of the time without overreacting; is somewhat dependent on positive feedback to maintain productivity and acceptable behavior.	Accepts feedback from othe is not overly dependent on positive feedback.	Accepts and processes feedbac about own behavior; is not overly dependent upon positiv feedback to maintain productivity or acceptable behavior uses feedback to check self-perceptions.

. The student shows commitment to FOCUS project.

1	2	3	4	5
Consistently badmouths project to outsiders; refuses to comply with procedures and policies of program without constant staff supervision; encourages other students to disregard procedures and rules	Requires constant supervision and staff counseling to maintain compliance with FOCUS procedures and policies.	Requires infrequent supervision and staff counseling to maintain compliance with FOCUS procedures and policies.	Generally appears to understand and be willing to live with FOCUS policies and procedures, seldom requires staff supervision or counseling to maintain compliance.	Understands and lives with FOCUS procedures and policies; helps interpret policies to other students, will defend project to outsiders.

Figure 7-c. New Form (Adopted 9/73)

ANECDOTAL RECORDS

Need for Anecdotal Records

From its earliest planning stages, the FOCUS project has been concerned with the need to collect and disseminate internally information about the behaviors, characteristics, and progress of individual students. It has been recognized that students, parents, and staff members, themselves, need constant inputs in order to properly appraise individual performance. In the typical Portland secondary school setting, such information appears at nine-week intervals in the form of report cards with letter grades (A,B,C,D,F) for classroom work and number codes (1,2,3,...9) for behavioral data which teachers feel have contributed to the letter grades. The project staff has not felt this system is consistent with FOCUS philosophy and, as a result, no report cards are issued students in the project. However, staff members do feel strongly that there is a definite need to document student progress, particularly in the affective domain. For this reason, a system using anecdotal reports and short-term behavior records has been developed.

Reporting and Recording

The reporting/recording system which has evolved in the project involves the recording of both anecdotal information and subjective staff appraisals of a student's current attitudes, behaviors, and class performance. This information is generated in weekly staff evaluation sessions. An attempt is made to have the entire staff meet to discuss and evaluate each student's progress at least once every four to six weeks.

Record Forms

The Anecdotal Report form is the first and basic device developed by the staff for recording anecdotal incidents in a student's school life. (See Figure 8.) Each form contains dated entries regarding particular incidents, teacher observations and interpretations, and recommendations for action. (See Staff memo, Appendix B.) This form was originally the only tool used by the staff but it was soon discovered that much general information about a student's attitudes and behaviors did not fit neatly into this format. For this reason, a second device, the Attitude and Behavior Summary for, was developed to provide supplemental data. (See Figure 9.)

The Attitude and Behavior Summary form, while highly subjective in nature, has been especially useful in collating data which indicate a student's current attitudes toward school, peers, and adults, his basic skill levels and progress, his attendance pattern, and his interests as identified by various staff members. It also serves as a vehicle for making intra-staff suggestions for classroom strategies and reinforcement techniques. The forms are completed during meetings set aside for staffing reviews each week. The program aide serves as recorder at these meetings, noting teacher comments, consensus statements, and similar significant information.

Value of the Process

FOCUS teachers have found staffing sessions to be a valuable and productive part of the project's regular routine. The informal "coffee cup" round-table meeting proved to be an important method both for sharing ideas on strategies and reinforcers which have been successful (or unsuccessful) with individual students and for compiling information which is helpful in planning activities for these students. If one staff member has had success with a particular student, other teachers are immediately apprised and are often able to use the information in their own work with that student.

Occasionally discussion centers on a student and it is discovered that no one really knows him too well. In such an instance, the student is immediately singled out for particular attention by all teachers as well as the project team leader.

ESEA Title III Project FOCUS
James Madison High School

ANECDOTAL REPORTS

Student's Name________________________________

Episodes	Interpretation	Action/Recommendation
		Teacher__________ Date______
		Teacher__________ Date______
		Teacher__________ Date______
		Teacher__________ Date______
		Teacher__________ Date______
		Teacher__________ Date______

Figure 8. Anecdotal Record Form

ESEA Title III Project FOCUS
James Madison High School

Attitude and Behavior Summary

Student's Name ______________________________ Date ________________

Characteristic: Comments (include teacher's name after comments)

Attitude Toward School
Basic Skills: Math - Reading - Composition - Others - Signs of Improvement?
Attendance:
Attitudes Toward: Peers - Adults -
Interested in:
Should be Encouraged to:
Successful Reinforcers:
Special Comments:

Figure 9. Attitude & Behavior Summary Form

A definite "fringe benefit" of this group recording process relates to staff morale. Signs of progress are frequently so small and so gradual that without written records of baseline, entry-level skills and behaviors, teachers might not recognize how much students have progressed. To read through a series of entries such as those below provides a real morale boost:

9-10-72: "Typically sits alone in corner of room..does not respond except to direct questions..will respond reluctantly when invited by name and no personal opinion is called for..." (Dory)

2-14-73: "Has participated in several discussions this cycle..Will talk freely about TV news! Has mentioned his interest in armed forces.. Career interest?"..(Kathy)

5- 7-73: "Volunteered today..Wanted to have class discussion of POW issue in Peace Talks and Cease Fire agreement. Suggested that class have recruiting sergeant visit to discuss various army career fields"...(Dory)

Who Uses the Records?

Each student's anecdotal record materials are always available to him for review and discussion and staff members make a special point of being accessible for record review conferences. In addition to this "drop in" trade, students are invited to attend afternoon staff meetings to discuss with the entire staff their progress, problems, attitudes, and behaviors. Additionally, project team leader uses the recorded information in individual counseling sessions with students and with parents. In the last analysis, however, the records are most useful in that they provide clues to staff members concerning possible ways to approach those students with whom they feel their work has been ineffective. (Santa Claus may also, on request, use the anecdotal reports when compiling his list of who's naughty and who's nice.)

In summary, the project staff has found that the work involved in recording anecdotal and attitudinal/behavior reports is very time-consuming but, in the long run, extremely valuable in the operation of the project.

ATTENDANCE PROCEDURES

Definitions

The following operational definitions are used in the compilation of FOCUS attendance data:

Absence. A student is counted as absent when he/she does not report for registration room roll and does not attend any project classes.

Cut. A student is regarded as a "cut" when he/she has been recorded as present in registration room but missing from a specific class in which he is enrolled.

Tardy. A student is recorded as tardy when he arrives in school after the beginning of the registration room period (9:15 AM) or after the start of a specific class in which he is enrolled.

Truant. A student is considered truant when absent from school without the knowledge and/or consent of his parents or school officials.

Excused. A student's absence is considered excused when verified by written notification of his/her parents, physician, or, in some cases, juvenile court authorities.

Rationale

Since a significant number of FOCUS students came to the project with very poor attendance records for previous school years, one of the key objectives of the program is to conduct a program attractive enough to get students to school and meaningful enough to keep them productively involved in learning activities. In short, improved student attendance is a major goal of the project. The operational definitions above may seem rather traditional and inflexible. It should be noted at this point that the actual interpretation of these definitions is comparatively loose and it is general policy to "give the benefit of the doubt" to students whenever an attendance conflict occurs. Staff members feel that reinforcing positive behavior, directly and indirectly, is more effective in bringing about improved attendance than is further alienating the student by means of a "hard line" set of policies.

Dealing With Absentees

All FOCUS students enroll in second module classes and the class teacher is responsible for recording attendance and reporting all students not present to the FOCUS secretary. This is done between 9:15 and 9:30 A.M., with attendance cards for absent students due in the office area by 9:30. The secretary then records the names of missing students on a special "in-house" attendance form. Should students arrive in school after registration period, they report to the FOCUS office where their presence is noted, their names are removed from the special form, and they are sent to their classes. At 10:15, the names of students still on the special list are forwarded to the school attendance clerk where they are recorded in the school's permanent attendance records.

Between 10:15 and 11:00, the secretary and project staff members call the homes of each student whose name remains on the special list, making an informal verification of the student's absence. It is important that the tone of the conversation be positive and supportive rather than "snoopish" in nature. The caller generally begins the conversation with an introduction and by asking the parent (or student, if parent is unavailable) if there is an illness and if there is anything the project staff can do. It is imperative that no overtones of suspicion or negativism enter the caller's comments and reactions-- the purpose of the call is to let students and parents know that the project staff is interested and concerned because the student wasn't able to come to school.

Students have responded very favorably to this procedure, with very few expressing feelings of being "checked on." In fact, most students say they like to be reminded that there is a place for them where they are welcomed and missed when absent.

Absences which extend over a long period of time, two weeks in most cases, result in one or more home calls by either the project counselor or the community agent. The purpose of these home visits is to establish plans for continued study while the student is homebound. In some instances, the project will arrange for one of the school district's itinerant home teachers to work with the students until such time as he/she is able to resume regular attendance in the project.

The results of these procedures have been very favorable. Comparison of mean attendance figures of students before they entered FOCUS with current group attendance figures indicates that there has been just short of a 50% reduction in total days absent. At the time of the last district-wide check, FOCUS had the second lowest daily absentee rate (percentage of enrolled students absent) among eight randomly selected secondary schools and alternative programs.

Students who return from school after having been absent are welcomed. Staff members attempt to take special care to greet them and help them move right into the "flow" of activities. The initial re-entry moments afford perhaps the most favorable possibilities for effective counseling be teachers.

Dealing With "Cuts"

Students missing specific classes on days when they are officially marked present in their registration rooms are regarded as "cuts." It is FOCUS policy for teachers to seek out students who skip classes at the first opportunity. The value of immediate confrontation has been demonstrated: it frequently provides teachers with direct feedback about their classes which would otherwise be unavailable, and it makes students aware that teachers do care and will act to keep them attending classes regularly. The project expects all teachers to have personal confrontations with students who cut classes. Only in extreme cases are students referred to the project counselor because of cutting classes, and then only when the teacher or teachers involved have exhausted all possible approaches to solve the problem.

There have been occasions when the student's record of cutting indicates that the FOCUS alternative is not appropriate and in these instances the project director has met with student and parents to explore other educational and/or vocational paths available. The project staff definitely does not feel it has "lost" a student when transfer from the project to other school program or setting is arranged, or when the student makes a mindful decision to terminate his formal education and move into the world of work. On the contrary, one of the primary project goals is to help students access themselves to the most meaningful and productive alternatives available and, when, as a result of the project's instructional and counseling program, a student makes a choice to move to another environment, staff members generally feel that they have accomplished this goal.

Dealing With Tardies

The project's procedure for handling instances of student tardiness is much the same as that outlined for cuts. Tardies are, however, one of the most consistent sources of staff aggravation faced in the project. In truth, very little has been accomplished in terms of solving the problem of students arriving at school and to class late. It has been discovered that the primary cause of students being tardy to classes during the day relates to the fact that FOCUS students are, overwhelmingly, heavy smokers who use breaks between classes to "grab a quick smoke in the park." As a result of this discovery, teachers have relaxed their arrival expectations by extending their tolerances for tardies for about another 3 minutes. Students still go to the park for a cigarette, but now have enough time to satisfy their habit and still avoid arriving too late to disrupt their next class sessions. This redefinition of what "late" is has reduced the number of tardy marks recorded by staff members but it has not, admittedly, resulted in any significant alteration in the behavior patterns of FOCUS students. The staff continues to look for an effective way to deal with the tardy problem but, realistically, holds no expectation for being able to overcome it in the near future.

Summary

The key to the FOCUS attendance program is the individual contact between staff members, students and parents. Great effort is taken to provide parents with immediate information regarding student attendance and, by the same token, to make available to teachers information which may affect student attendance and performance. Teacher efforts to address possible attendance problems in an immediate, direct manner have been shown to be effective. Behind all procedures followed is the firm belief that students will respond positively when they realize that teachers sincerely care and will make special efforts to create warm, personal relationships with them. FOCUS maintains that the key to working effectively with apathetic, turned-off students lies in the affective realm.

PHYSICAL RESOURCES

Classroom Space

The bulk of FOCUS' school-based activities are carried out in the four classrooms assigned to the project by the Madison High School administration.

Room B-14. A regular sized classroom, B-14 has the advantage of being equipped with an efficiency kitchen- small stove, sink, and refrigerator. The room has been furnished with trapezodial tables and molded chairs since the project's activity schedule calls for seating/work space flexibility which is not possible with the single station units ("chair desks") which are provided in the other rooms of the school. Lack of storage space creates a problem for teachers and students which has been only partially solved by "do-it-yourself" construction efforts.

Rooms B-55 and B-51. These rooms are standard classrooms, used primarily for communications labs and other academically-oriented classes. They are furnished with trapezodial tables and molded chairs, again to provide maximum flexibility and work space. A shortage of storage space does not create a serious problem since most classes meeting in these rooms do not involve production or special project activities.

Rooms C-55. Formerly a science laboratory, Room C-55 serves as the project's art and production activities center. Furnished with heavy duty laboratory furniture, the facility is ideal for art-craft work, construction, and media production projects. The project has installed a ceramic kiln in the room, adding still another resource for students. Storage space is adequate, although especially large and odd-shaped materials, such as the large spools donated by the electric company for lawn-furniture construction projects, must be left "as is" from one day to another.

Other Assigned Areas

Two converted hallways have been made available to the project. One hallway is used as the project's student activities center, or "Unclassroom" as it is called. This facility is furnished with tables and chairs and other items which students bring in from time to time, such as stuffed chairs, a davenport, and magazine tables. Permission was granted by the school principal for the project to redecorate the Unclassroom and the walls are now covered with paintings, murals, and posters selected and applied by students. One wall of the room is occupied by a bank of eye-level lockers which are used to store project supplies and such frequently used materials as guitars, hand tools, and table games.

The second hallway has been put into service as the project's office. All staff members have desks in the office, although the area is in no way adequate to meet the need for teacher work space and materials storage. One of the causes of this problem is that half of the area originally designated for the FOCUS office has since been assigned to another project in the school. The problem can be clearly seen when one considers that the 630 square feet available in the office must accommodate eleven staff members, their desks, all project media equipment, the secretarial work table, twelve file cabinets, and assorted boxes and cartons too large for storage in other classrooms. Staff feeling is that many of the up-tight, edgy moments experienced in the day-to-day operation of the project can be traced directly to the "territorial crunch" resulting from severe overcrowding.

Supplementary Resources

The project frequently faces the problem of having more teachers available than it has classroom resources for. As a result, FOCUS "borrows" space available in the rest of the building at different times during the day. Specialized rooms such as the typing and computer laboratories, the gymnasium/apparatus room, and the music rehearsal rooms are used regularly by project students. Additionally, the use of standard classrooms is negotiated whenever it is necessary and such rooms are available. The project staff has received tremendous cooperation from colleagues on the school faculty and, in general, is able to find adequate teaching space without great difficulty.

Summary

Physical resources made directly available to FOCUS, and those which are available on a negotiated day-to-day basis are, by and large, adequate for conducting the instructional component of the project. Physical resources for the support and management functions, however, are not considered adequate. There is a critical need for additional space for staff members, production activities, and storage. It is felt that many of the problems encountered in the project's operation would be eliminated or lessened if additional space could be made available.

UTILIZING SCHOOL RESOURCES

Overall School Environment

The FOCUS project operates in James Madison High School, one of the Portland school district's fourteen secondary schools. Madison is comparatively traditional school serving a population of approximately 1,900 students. The immediate school community is well-balanced from a socio-economic point of view, with relatively few families at the extremes of normal distribution "curves" for annual income, parent educational level, social dependence, etc. In fact, Madison is frequently used as a norming school for local and regional studies because its student population so closely resembles that which would be identified by random sampling.

The school was built in the late 1950's and has been very well maintained. From the standpoint of facilities, it has all the features one might expect in a general comprehensive high school of relatively recent vintage-- wood, metal, and electronics shops, language labs, library/media center, special music areas, dramatics rehearsal area, double gymnasium, outdoor lighted stadium, roomy cafeteria, computer center, etc.

A professional and para-professional staff of approximately 110 conducts the instructional program of the school. The program itself might best be classified as "college preparatory" and students follow basically the same pattern of course work. (Current state requirements specify nine mandatory credits and ten elective credits for graduation.)

Project Facilities

Physical Facilities. The FOCUS project has allocated four standard classrooms and two converted hallways in which to operate the bulk of project activities. The classrooms are utilized by project teachers conducting instructional laboratories (described in

Monograph #2), while the hallways are used to house an activities center called the Unclassroom and the project office.

Personnel Resources. The FOCUS staff consists of a project director, five certificated instructors, a secretary/community agent, and a teacher aide. The project also has available student teachers from the University of Idaho who work in pairs for nine week cycles. Under the current system, one staff member has been designated as team leader.

As the project completed its second full year of operation, it is apparent that the physical and personnel resources available are not always adequate to meet the needs of project students. For this reason, the team has explored various means by which FOCUS might utilize more fully those resources available in the school but not specifically assigned to the project.

Student "Farm-outs"

On any occasions that project staff members cannot meet student requests for specific subject or skill instruction, the project turns first to members of the general school faculty for assistance. In almost every such instance, FOCUS students are informally enrolled in regular classes for individually prescribed lengths of time and, while so enrolled, participate as regular members of the class. Several instructors in the school have been found to be especially cooperative in taking FOCUS students into their classes. The project director meets with student and Madison instructor to establish "ground rules" or conditions for the "extra-FOCUS" enrollment. In general, most outside placements are in classes requiring special equipment not available in FOCUS (shop machinery, typewriters, science lab equipment).

Supplementary Stations

It is comparatively rare to find a school program with more teachers than teaching stations, but this is the case with FOCUS. To increase the number of class options available to project students, FOCUS "borrows" classrooms whenever they are not in use by classes in the regular school program. Members of the school faculty have been extremely cooperative and a wide variety of teaching stations have been made available to FOCUS.

Use of Special Building Facilities and Services

FOCUS students use special school facilities as a matter of course-- the student lounge, the auditorium, the computer center, music rehearsal rooms, etc. One of the project's major objective is to help FOCUS students recognize and access themselves to the total resources of the scholl. While it would be impossible to obtain "frequency count" data on this program function, casual observation definitely indicates that FOCUS students utilize special school facilities as often as do students in the regular school program.

Madison provides certain ancillary services and personnel which are also fully available to the project. Although FOCUS regards counseling as a function incumbent upon every teacher and the project team leader serves as counselor, each FOCUS student is also able to call on the school's regular counseling staff. Additionally, FOCUS may request the services of the school nurse, the media specialist, personnel in the Madison Employment, Career, College Assistance (MECCA) office, driver training specialists, the activities director, and similar ancillary resources.

Summary

It would be difficult to operate the FOCUS project in isolation. Project students need services and resources which are available to them only through the regular school structure. Efforts to utilize these services and resources have been generally successful, particularly in obtaining additional classroom space for project classes and making short-term placements of FOCUS students in regular classes. Without the cooperation of the entire school staff, FOCUS would be severely restricted in its effort to provide adequate programs for its students.

FINANCIAL RESOURCES

Federal Funding

The FOCUS Project originally received much of its financial support from funds appropriated for "innovative and exemplary" programs under Title III of the Elementary and Secondary Education Act of 1965, PL89-10, as Amended. Funds made available to the project are channeled first through the Oregon Board of Education and then through the Portland Public Schools. Fiscal responsibility is accepted by the Portland Public Schools.

Federal funds received during the first stages of the project include:

1970-71	Planning Year	$35,000
1971-72	Demonstration Year #1	99,747
1972-73	Demonstration Year #2	67,900
1973-74	Demonstration Year #3	50,050

Additionally, funds for dissemination activities during 1974-75 have been provided in the amount of $38,385.

Personnel Costs. Every effort has been made to reduce the amount of federal money used to support the project's staff. With an eye toward the day when outside funding ceases, the project moved gradually toward meeting personnel costs locally. This was accomplished successfully and the project began operation in September 1974 with all teachers paid from local personnel funds allocated to Madison High School. Additionally, Madison provides salary for a half-time team leader. (The project director and secretary are paid from Title III dissemination funds.)

As indicated in Figure 10, personnel costs required in the operation of the FOCUS project can be shifted from federal to local resources over a period of time. When the project was completely integrated into the Portland Schools (Madison H.S.), it was possible to eliminate federal support for all job responsibilities except those involving reporting and dissemination. Thus, in 1974-75, the local commitment to FOCUS is 5 1/2 FTE from regular school resources.

	1970-71		1971-72		1972-73		1973-74	
	Federal FTE	Local FTE	Federal FTE	Local FTE	Federal FTE	Local FTE	Federal FTE	Local FTE
Project Coordinator	1	0	---	---	---	---	---	---
Project Secretary	1/2	0	1/2	0	1/2	0	1/2	0
Project Director	---	---	---	---	0	1	0	1
Project Counselor	---	---	0	1	0	1	0	1
Staff Teachers	---	---	4	1	3	2	2	3
Para-Professionals	--	---	1/2	1/2	1/2	0	1/2	0
Total	1 1/2	0	5	2 1/2	4	4	3	5

Figure 10. Personnel Support 1970-74

Instructional Materials and Supplies. A substantial portion of the FOCUS budget is expended for instructional materials and activities not normally provided secondary school programs. These are materials, in the main, which go into such "non-standard" classes as rock climbing, gourmet cooking, filmmaking, TV production, dome building, audio-recording, photography, and aviation training. Federal funds used for special supplies and materials include:

1971-72	$2,800 (including almost all mediaware purchased.)
1972-73	2,332
1973-74	1,800

Field Trips: Transportation and Admissions. Since out-of-school experiences make up a considerable part of the overall FOCUS instructional program, budget categories for transportation and admissions have been established. Students share part of the expenses which result from bus charters, outdoor supplies, and admission charges, but there is no reasonable way they can support the full program of community-based classes which FOCUS wants to maintain. Title III funds designated for field trips and excursions included:

1971-72	Transportation:	$1,600
	Admissions:	1,100
1972-73	Transportation:	1,500
	Admissions:	1,200
1973-74	Transportation:	1,500
	Admissions:	1,500

Consultants and Specialists. During its developmental period, the project used outside personnel in three main areas: 1) direct services to students, 2) program development, and 3) staff development. There were frequent occasions during the first three operational years in which the resources of the project staff were insufficient for dealing with emerging student needs. In such instances, the services of consulting specialists were requested.

Typical of service specialists utilized by FOCUS staff and students have been:

1. reading diagnostician
2. tutoring coordinator
3. environmental education supervisor
4. art craft instructors
5. health clinician
6. drug education consultant
7. psychological tester
8. aviation training consultant

Special consultants have been used in such areas as:

1. instructional objectives
2. conflict management
3. learning activities packages
4. problem solving techniques
5. innovative teaching strategies and materials

Staff development activities for which outside specialists have been hired include:

1. reading development programs and materials
2. visual literacy instruction and technology
3. Personal Orientation Inventory and personal growth

Title III amounts budgeted for consultants and specialists, including travel and per diem were:

1971-72	$2,540
1972-73	2,540
1973-74	2,800

Extra Preparation Time. In accordance with the Portland school district's negotiated contract with the teachers' bargaining organization, compensation must be made for hours worked beyond the designated work day. FOCUS staff members must consistently spend evening and weekend hours on project work which has little to do with their day-to-day instructional duties. In the past it was the policy of the project to pay teachers for time spent working on tasks which are vital to the project development but not concerned with such routine activities as lesson planning, professional reading, parent contacts, paper grading, etc.

Funds earmarked for extra preparation compensation included:

1971-72	$2,700
1972-73	2,700
1973-74	3,600

Summer Workshop. As discussed in Section V, Management-Staff Development, FOCUS operated three summer staff development workshops at Portland State University. Funds allocated for this workshop series included:

1971-72	$ 9,207
1972-73	10,850
1973-74	11,350

Local Funding

Apart from the costs of providing classroom space, heat, electricity, ancillary support services, custodial care, and daily maintenance, the primary contribution of the Portland school district to the development of the FOCUS project between 1971-1974 consisted of salaries paid staff members. As described in an earlier section (Figure 10), the local district has gradually "picked up" more of the personnel costs until the goal of providing 5 1/2 FTE was attained when the project began operation without federal support in September 1974.

At the present time, Madison High School provides FOCUS with "departmental" support, much the same as any academic division of the school, e.g. social studies, art, English, physical education, etc. This amount varies annually according to the overall pupil support allowance of the school. Additionally, FOCUS students pay an annual book rental and library services fee of $20, most which has been made available to the project since the textbook rental facilities of the regular program are rarely used by teachers or students. This creates a fund of roughly $2,000 which is available for the specific purpose of purchasing books, periodicals, and renting films.

STUDENT TEACHING PROGRAM

Needs

FOCUS. A primary characteristic of the FOCUS project is its emphasis on establishing viable relationships between students and adults. In this direction, FOCUS attempts to provide an abundance of professional and pre-professional models with whom students may interact.

Much of the FOCUS curriculum it built purposefully around small seminar and activity groups which allow maximum diversification of learning experiences-- both cognitive and affective-- for students of all interests and talents. Such groupings, of course, require staff personnel in numbers greater than the student/teacher ratio commonly found in public schools. To help meet this need for adult models, FOCUS has designed a clinical practicum plan which brings advanced education students into the project to work as part of the instructional/leadership team.

University of Idaho. During recent years, faculty members at the University of Idaho's College of Education have received considerable input regarding the need for experience-based curricula which will prepare graduates for teaching positions in urban centers. This is, of course, a result of the national demographic trend toward urbanization. The typical teacher candidate enrolled in the college is, in terms of background, rather provinicial. Most students in the student teaching program come from rural or small-town environments and, too often, the "Culture Shock" encountered when they begin teaching careers in Portland, Seattle, Salt Lake City, Oakland, Denver, and other large cities is a severe handicap which compounds the normal problems facing beginning teachers.

In 1971, the faculty considered this situation and accepted the fact that an on-site urban training component would be a valuable addition to the student teaching program. For this reason, various possibilities for placing student teachers in metropolitan school districts throughout the Northwest were explored. One of the alternatives which interested the faculty was that available through the FOCUS project.

Specific Goals:

Within the FOCUS setting, student teachers from the University of Idaho are involved in activities directed toward attainment of the following goals:

1. Under the guidance of a cooperating FOCUS teacher, student teachers will prepare lesson plans, including long-range and daily objectives, for the classes to which they are assigned.

2. Under the guidance of a cooperating FOCUS teacher, student teachers will plan instructional strategies which seem most appropriate to the immediate goals they wish to accomplish.

3. Under the guidance of a cooperating FOCUS teacher, student teachers will take part in the counseling, or interpersonal functions common to classroom teaching.

4. Under the guidance of a cooperating FOCUS teacher, student teachers will become adquainted with the procedural details common to classroom teaching. For example, grouping, room maintenance, field trips, roll taking, and organization and coordination of materials.

5. Under the guidance of a cooperating FOCUS teacher, student teachers will become familiar with the out-of-school educational resources available in the metropolitan area.

6. Under the guidance of a cooperating FOCUS teacher, student teachers will experiment with various audio-visual techniques and procedures and will evaluate them as instructional tools appropriate to their subject area or class responsibilities.

7. Under the guidance of a cooperating FOCUS teacher, student teachers will sample various co-curricular activities through which they may make a contribution to the school program.

8. With the permission and advice of a cooperating FOCUS teacher, student teachers will have the opportunity to assume general responsibility for planning, conducting, and evaluating instructional sequences in FOCUS classrooms.

Procedures:

As part of the supervision cycle, student teachers in the Portland pilot program:

1. Attend regular planning and evaluation seminars under the leadership of the college supervisor.

2. Take part in teaching skill development exercises following the Dwight Allen micro-teaching model.

3. Take part in a cooperative appraisal program in which their teaching performance is evaluated by the college supervisor and cooperating teacher. The Cogan supervision cycle, consisting of the pre-conference, classroom observation, strategy formulation, and debriefing conference, is followed when appropriate.

4. Complete self-appraisal assignments required of all College of Education student teachers.

5. Participate in general student teaching seminars and workshops as arranged by the Portland school system's teacher education office.

6. Complete a student teaching log in which student teaching experiences are recorded, analyzed, and evaluated.

Evaluation

During the 1971-72, 1972-73, and 1973-74 pilot years, the FOCUS practicum was restricted to student teachers from the University of Idaho. Approximately 40 seniors and graduate students were placed in FOCUS at various times during this period. The program operated under the supervision of Dr. Ralph Nelsen, FOCUS director and affiliate Professor of Education at the University. Contractually, the University of Idaho and the FOCUS project functioned under terms of the contract arranged by Dr. Melvin Farley, University of Idaho Director of Student Teachers and Dr. Carlos Taylor, Assistant Superintendent for Personnel Services of the Portland school district and endorsed by the University's Board of Regents and the school district's Board of Directors.

Evaluation of the pilot program is the joint responsibility of the University of Idaho representative and the Portland school system teacher education office. The program is evaluated in terms of the preceding objectives and procedures.

Conclusions

At the end of the three-year pilot period, the following general conclusions were reached:

1. The addition of student teachers provided greater flexibility to the FOCUS curriculum than would have been possible had the program been dependent only upon the resources of the certificated staff.

2. Student teachers unanimously agreed that the urban experience was important to their professional training.

3. Superintendents and personnel officers to whom student teacher applied for positions following their FOCUS experience expressed no concerns about the "experimental" nature of the practicum - school district officials did not question the legitimacy of FOCUS as a training site for student teachers.

4. The "exchange" of staff time taken in student teaching supervision for the additional personnel resources provided by student teachers is mutually beneficial.

5. The range of professional responsibilities undertaken by student teachers in FOCUS is more extensive than is experienced by student teachers in more traditional structure.

6. "Teaming" with experienced staff colleagues was seen by many FOCUS student teachers as perhaps the best "professional education" they had experienced since entering the teacher education program.

EVALUATION DESIGN

Rationale

The purpose of the FOCUS evaluation program is to provide all relevant information needed to facilitate the decision making process concerning the continuation, modification and/or termination of various elements of the project. Essentially, evaluative information will serve three functions: a) provide evidence of, and explanations for, the extent to which project goals are being achieved; b) provide information leading to program modification to increase effectiveness or efficiency; and c) provide detailed documentation of project operations by which other schools could implement specific project elements.

Design

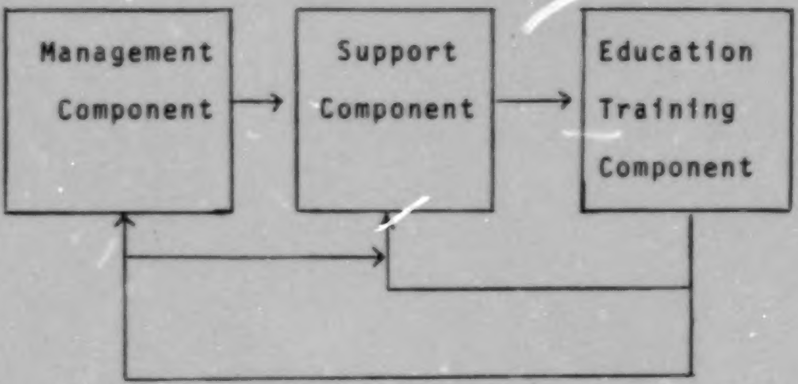
The project evaluation is conducted within the framework of a discrepancy model, similar to those developed by Stake and Provus. Essentially, the evaluation strategy is to compare the proposed goals or outcomes of the project with the actual attainment of those goals. That is, the evaluation attempts to determine the extent to which the project has achieved or is achieving that which it set out to do. A discrepancy is identified whenever there is a lack of congruence between what is proposed and what is achieved.

PPBS

Analysis of the project's progress and development during its tenure is accomplished with attention to the accountability system prevailing within the Portland school system. Specifically, Portland School District #1 is employing the Planning-Programming-Budgeting System (PPBS) to assess the effectiveness and efficiency of all programs within its jurisdiction. An integral part of the PPBS system is the sub-division of programs into three components based on the function performed.

These three components are Management, Support, and Education/Training. The Management component pertains to those decisions concerning the establishment, implementation, and maintenance of efficient and effective organization and procedures by which the project is to be administered. The Support component pertains to those services provided for the project and those services provided by the project. Finally, the Education/Training component pertains to learning outcomes proposed for the participants of the particular project.

Consequently, evaluation involves separate analyses of each of the three program components (Management, Support, and Education/Training) and revolves around analysis of the prepared goals (desired outcomes), activities (to achieve goals) and observed outcomes relevant to each component. In addition, evaluative information obtained is utilized continuously to adjust and/or modify various elements of the program. The relationships between the three program components, therefore, might be diagrammatically represented as follows:



The above diagram could be interpreted as follows: decisions made at the Management level will have direct effect upon decisions at the Support level, which in turn will affect decisions at the Educational/Training level. In addition, as evaluative information is obtained concerning the Support function, it may be fed back to affect (adjust, modify) previously established and proposed decisions at the Management level. As evaluative information is obtained concerning the Education/Training function, it may be fed back to affect (adjust, modify) either or both Support or Management decisions. As the evaluation process functions in this manner, it may be considered to be an integral part of the project itself.

It is imperative to note that it is fully recognized that Management and Support components exist only for the purpose of achieving Education/Training goals. However, it is believed that the actual implementation of the program flows through the sequence indicated above; that is, Management, Support, Education/Training. Consequently, the three components are analyzed in accordance with this sequence. It should be kept in mind, however, that the ultimate goal is the education and/or training of the students participation in the project.

Summary

The proposed evaluation takes into consideration the Planning-Programming-Budgeting System (PPBS) currently being employed in the Portland Public Schools. That is, separate discrepancy analyses are performed pertaining to the project's Management, Support, and Education/Training components.

Specific goals, activities, and evaluation procedures are identified and grouped for each of the three components with specifications of these goals, activities, and evaluation procedures reviewed, appraised, and revised periodically in light of changing project conditions and needs.

DISSEMINATION

Rationale

As a demonstration model supported by federal monies allocated for innovation, certain dissemination activities are incumbent upon the FOCUS project and its staff. Citizens, school patrons, and professional colleagues need to know about and understand the new methods, organizational patterns, teaching strategies, and curricular approaches which FOCUS is modeling in order that they may make informed decisions as to further efforts for change in education. Thus, an important part of the project's management component is the effort made to disseminate information about significant successes and failures.

Strategies

There are two basic dissemination aims followed by the project. One is dissemination of general information about the project to the general public, and to key or target audiences within that general public. The second is the dissemination of more specialized information, including professional data, findings, plans, reports, and other significant information to professional audiences.

There is nothing restrictive about this identification of two basic dissemination functions; actually, many of the same materials are used with groups and audiences within each larger category. What needs to be clear, however, is that the project identifies the specific purpose of any dissemination effort, and then designs specific materials and strategies which will be most effective with the target group.

For example, FOCUS representatives address general information materials-- brochures, media presentations, etc.-- to members of the general audience category in order to build both understanding and support for the project. The same goal may be in mind when addressing a professional audience but the materials - monographs, statistics, etc.- are usually much more explicit and built around much more professional themes than used with general audiences. In short, the same result from different groups may well require either different materials or a combination of types.

General Dissemination Materials Available

Monograph Series

1. Student Selection in FOCUS
2. FOCUS Curriculum Model
3. Utilizing Community Resources
4. Basic FOCUS Philosophy
5. Student Teaching Component
6. Attitudinal Goals for Students
7. Utilizing School Resources
8. Class Selection Procedures
9. Attendance Procedures
10. Cross-Peer Instruction
11. Physical Resources
12. Procedures for Admitting and Releasing Students
13. FOCUS Curriculum Summary
14. Anecdotal Records in FOCUS
15. An Outsider Reviews FOCUS
16. Evaluation vs. Accrediation
17. Staff Development in FOCUS
18. Visual Literacy in FOCUS
19. Opening School Activities
20. Affective Measurement

Manuals

1. FOCUS Operations Adopters Manual
2. FOCUS Validation Report
3. Monographs 1-20, bound.

Brochures

1. A Look at FOCUS
2. FOCUS Facts
3. FOCUS in Bits and Pieces

Newspaper and Periodical Reprints

1. Helpful Hints for Your High School's Alternative Program

2. Students Praise FOCUS

Media Productions

1. "Celebration of the Ordinary"
(slide/tape production, 27 min.)

2. "An Alternative Within"
(slide/tape production, 15 min.)

(Both productions now available on 3/4 inch color video cassetts.)

Summary

FOCUS views dissemination as a key project activity, assuring the effective spread of information generated by the successful operation of the project and thereby influencing support for educational change. Dissemination deals with information which must reach a variety of audiences and which generally requires careful preparation of materials to build understanding and support, to create and stimulate change, and to continue suggestion, persuasion, and pressures until change is achieved. Dissemination efforts need to be addressed both to the general public and to the educational pracitioners, with materials prepared to appeal to both audiences. Within the two categories there are special groups demanding specially prepared materials and activities if dissemination efforts are to be fully successful. (See Figure 11.)

Project Objectives	Measurement Activities	Evaluation Procedures
1. Project director will up-date FOCUS Project descriptive materials: a) brochure for general distribution by October 31, 1974; b) Operational Handbook and Monographs #1-20 for distribution by request by December 31, 1974.	1. Production of up-dated versions of: a) FOCUS brochures: "A Look at FOCUS" b) FOCUS Operational Handbook; c) Monographs #1-20	1. Availability for distribution of up dated FOCUS brochure, Operational Handbook, and Monographs #1-20 by the dates anticipated, i.e., Oct. 31, 1974 and Dec. 31, 1974 respectively.
2. Project director will initiate by Oct. 31, 1974 a general mailing to all non-rural schools in Oregon offering presentations and descriptive materials pertaining to the establishment of FOCUS-type programs.	2. Copy of letter mailed to all non-rural schools and log entries of the names of these schools and the dates when letter was sent.	2. Review of project log to ascertain the degree to which all non-rural schools in Oregon (compared with state listing) were notified of FOCUS project offerings and by the date specified.
3. Project director will make an average of one FOCUS presentation a month (Sept.-May) to state, regional, and national professional organizations (Oregon ASCD, Oregon School Boards Association, etc.)	3. Log entries of all FOCUS presentations made to state, regional, and national organizations; entries to include name of organization, date of presentation, and specific nature of presentation.	3. Review of project log to ascertain if the specified number of monthly presentations have been made to appropriate state, regional, and national organizations.
4. Project director, in conjunction with State TV outlets, will prepare by Nov. 1, 1974 at least one 30-minute program describing the FOCUS Project.	4. Production of 30-minute TV program describing FOCUS Project.	4. Availability for viewing by Nov. 1, 1974 of a 30-minute TV production describing the FOCUS Project.
5. Project director will provide technical assistance to satisfy the needs of requesting school districts in the establishment and maintenance of FOCUS-type programs via on-site (Madison High School) and off-site (other schools or districts) visitations.	5. Questionnaire administration in late Spring 1975 to all recipients of FOCUS Dissemination Project technical assistance.	5. Content analysis of questionnaire responses received from recipients of FOCUS Dissemination Project technical assistance to determine the degree to which the expressed needs of agencies requesting information have been satisfied.

Figure 11. Dissemination Goals/Evaluation Plan - 1974-75

STAFF DEVELOPMENT

During the period 1971-74, the FOCUS project earmarked part of the federal funds received for staff development activities which assisted teachers both in acquiring new teaching techniques and materials and in working through professional and inter-personal problems which occurred during the course of project operation. These activities were carried on during the academic year and also during six-week workshops held each summer.

Academic Year Activities

Most in-service activities carried on during the academic year are designed to accomplish specific ends rather than provide general understandings. For example, faced with several extremely severe reading problems, the staff obtained the services of diagnostic and developmental reading specialists who provided both instructional techniques and special materials for up-grading the FOCUS reading program. Similarly, faced with serious relational strains within the team, FOCUS utilized the services of National Training Lab (NTL) consultants in an effort to identify problems and develop conflict management skills which would help eliminate them. Other staff development activities have involved work with specialists and consultants in drug abuse education, career education, environmental education, and personal health.

While most staff development activities during the academic year have been conducted during after-school hours (compensated), there have been occasions when the project's students have been excused from school at noon in order to allow the staff to meet for a full afternoon. Additionally, one week-end workshop was held at a conference site just outside of the city.

Summer Workshop Activities

Following each developmental year, a six-week staff development workshop has been conducted. The workshops, which involved all staff members, were designed to accomplish the following major objectives:

1. Review the previous operational year and explore possible areas for program revision.
2. Identify specific problems encountered during the previous operational year and decide on remedial strategies to be followed during the next school year.
3. Integrate new teachers into the FOCUS team.
4. Integrate new students into the FOCUS project.
5. Provide micro-teaching laboratory work for teachers seeking new instructional styles and techniques.
6. Provide compensated time for in-depth study of current professional literature regarding alternative school programs, disadvantaged learners, teaching strategies, and conflict management.
7. Re-establish contacts with students and parents by making home calls to each student's family.

Workshop Organization. The 1972 workshop, which was typical of the FOCUS Summer Staff development programs, consisted of three two-week phases:

1. Phase I -Problem Analysis and Program Revision
2. Phase II -Independent Reading and Personal Home Contacts
3. Phase III-Instructional Skills Improvement and Program Planning

The workshop was conducted under the auspices of Portland State University. The university accredited workshop activities and provided all requested facilities for staff participants. Five three-credit classes were approved by the registrar, and three of which could be selected by participants for transcript credit.

Edci	507	Seminar: Micro-teaching: Instructional Improvement
Edci	507	Seminar: Curriculum- Force Field Problem Analysis
Edsf	507	Seminar: Classroom Counseling
Psy	507	Seminar: Conflict Management
Psy	507	Seminar: The Alienated High School Student

(In addition to FOCUS staff members, several summer term students from Portland State University participated in the workshop. Of the PSU group, three were under-graduate students, three were full-time graduate students, and eight were certificated teachers from metropolitan area schools.) FOCUS staff members enrolled for PSU credit paid their own tuition. Instructor of record for all classes was Dr. Ralph Nelsen, FOCUS director and Assistant Professor of Education at PSU.

Problem Analysis. High priority is given to problems which were encountered in the project during previous operational years. Using the Force Field Problem Analysis technique, staff members attempt to identify the restraining and facilitating forces which come into play during the year. Program procedures are reviewed and evaluated in terms of 1) Overall goals, 2) Enabling Objectives, 3) Possible Enabling Strategies, and 4) Possible Enabling Activities.

Home Calls. It is a high priority goal that all team members make personal visits to the families of project students. Each staff member assumes responsibility for contacting between 18-25 students during July and August. In addition to serving an "introductory" function, these visits enabled the staff to gather several suggestions regarding program changes which parents and students feel would be helpful. For example, during the 1972 summer calls, students suggested that instructional cycles be longer than two weeks, and parents suggested that closer contact between school and home might help reduce the incidence of truancy and class cutting.

Individual Reading. A constant problem for FOCUS teachers is that after-school and week-end program responsibilities make it very difficult for them to stay current with the professional literature. Therefore, part of each summer workshop is given over to unstructured time in which teachers might pursue this vital professional development activity.

Micro-teaching. The purpose of the summer micro-teaching sequence is to introduce staff members to a variety of instructional strategies which have been validated by teachers working with reluctant learners in other parts of the nation. Using the format devised by Dr. Dwight Allen, University of Massachusetts, staff members teach a series of "mini-lessons", each lesson isolating a single strategy for practice. The micro-teaching sequence consisted of the following steps:

1. View specific skill film (5-7 minutes) from General Learning Corp. Teaching Skills for Secondary Teachers. (Films lent to FOCUS by Eastern Washington State College.)

2. Review printed materials for selected skill, Instruction Manuals, Teaching Skills for Secondary Teachers.

3. Prepare mini-lesson stressing one or two specific skills.

4. Present mini-lesson to simulated class, lesson video-taped.

5. Debrief with students, supervisor, and colleagues, using video-tape as prime feedback tool.

6. Reteach lesson, repeat step #5.

Program/Curriculum Revision. As a result of summer problem analysis and solution brainstorming sessions, the staff has several revisions in the original program format. Included in these changes were:

1. Adoptation of a basic four week instructional cycle rather than a two week cycle.

2. Assumption of greater curricular responsibility by the teaching staff, coordinated by the lead teacher.

3. Definition of specific content areas for Communication, Analysis, Realities, and Values laboratories.

4. Identification of some daily labs as "Clinical," with more emphasis on basic skill content than was the case during the original model.

Instructional Objectives. Using the book Behavioral Analysis of Learning Objectives (Harmes, 1970) as a guide, staff members have worked on their skills in the area of design and writing instructional objectives each summer. Much of the work during Phase I and Phase III of the 1972 workshop was approached from the "performance" point of view. Staff consensus is that inability to produce and follow reasonable performance goals was a major shortcoming of the team during the early stage of the program.

Student Involvement. A number of FOCUS students have worked with the staff during the summer. Specifically, students work as "models" in the micro-teaching lab, paint and decorate areas of the FOCUS office and project classrooms, and serve as program representatives by accompanying staff members on summer home calls.

Personal Feedback

Under the leadership of Dr. Donald D. Holt, all staff members complete Shostom's Personal Orientation Inventory, an instrument designed to provide self-attitude feedback to the individual. Dr. Holt works with the staff each summer, interpreting individual test results and constructing a staff profile. Much of the data generated in this activity is incorporated in planning for the relational aspects of the following school year. A number of staff protocols have been established on the basis of test information and interpretation.

Summary

The staff development program is seen as extremely valuable in that it:

1. Provides staff members an opportunity to meet with qualified specialists on a "task" basis.
2. Provides an opportunity for the staff to examine project operations in detail and allow adequate time to analyze specific problems in terms of cause and remediation.
3. Provides students and staff the opportunity to work together in developing plans for program operations year.
4. Provides an opportunity for other teachers and pre-professionals to join with FOCUS team members and examine problems and procedures which they might anticipate when initiating a similar alternative program in other schools.
5. Provides an opportunity for teachers to keep current with professional literature.
6. Provides an opportunity for staff members and parents to meet and discuss their ideas and concerns apart from the "school environment."
7. Provides an opportunity for staff members to develop and improve instructional materials and techniques.

M-E-M-O

FIELD TRIPS

(FOCUS)

Field trips and excursions are to be considered key aspects of the FOCUS program. Staff members are urged to utilize local and regional resources as extensively as possible. The rollowing preparatory and evaluation procedures are to be followed.

1. A "FOCUS FIELD TRIP NOTIFICATION" form should be completely filled out in duplicate and turned in to Ralph Nelsen five school days before the proposed field trip.

2. For extended field trips, a complete "FOCUS FIELD TRIP" form as above AND and "EXTENDED FIELD TRIP" form for Madison and Area II must be submitted. Normally, six weeks' notice is required for approval. Turn in both forms to Ralph Nelsen.

3. For individual field trips on which a student is not going to be accompanied by a teacher, complete a "PERMISSION TO LEAVE SCHOOL" form, have it signed by the parent, and turn in to Ralph Nelsen. (Note: Only public transport or family car are authorized for transportation.)

4. For all field trips, a "FOCUS FIELD TRIP RESUME AND EVALUATION" form must be completed within two days after the trip.

5. All students participating in field trips MUST have a signed "PERMISSION TO LEAVE SCHOOL" form on file for each excursion away from school.

6. All students participating in "risk" field trips (i.e. rock climbing, overnight camping, aviation, etc.) must be covered either by family Health and Accident insurance or by an OSAA school policy.

7. Under certain conditions it is permissible for a student to drive his own car while on an individual field trip. However, the parent must first fill out "TRANSPORTATION NOTIFICATION" form. Students MAY NOT transport other students in their cars under any school-related circumstances.

Plans for field trips must include consideration for other staff members. While small group trips are very profitable, they sometimes must be correlated with other activities in order to conserve staff personnel resources. Teachers must discuss field trips with their staff colleagues in order to establish ways to have excursions which can serve many purposes.

GENERAL GUIDELINES FOR FIELD TRIPS

(MADISON HIGH SCHOOL)

Field trips are a recognized, worthwhile extension of schoolroom learning activities. However, each teacher, in taking students out of other teachers' classes, has the responsibility of exercising careful professional judgment as to the value and appropriateness of the proposed field trip; the excursion should bear immediate relationship to the topic being studied. Teachers wishing to take more than one classroom of students on a trip, should consider the disruptive effect of taking large numbers of students out of others' classes on the total school situation in evaluating the worth of the proposed activity.

In addition, the following guidelines should be observed:

1. No field trips are to be planned for the last week of the grade-period.
2. Transportation shall be by common carrier unless other specific means have been approved.
3. Permission-to-Leave-School forms must be signed by parents and returned to the teacher in charge of the field trip before departing the building.
4. Allowances for supervision of students not wishing to participate in the field trip are to be made by the teacher in charge.
5. Two notification-of-field trip forms should be placed in the curriculum vice principal's box at least one week prior to the event.
6. Make-up privileges are to be granted to students who miss other teachers' classes due to a field trip; and equitable, substitute assignments given if necessary.
7. The teacher making the field trip is responsible for notification of other teachers. Destination, date, name of teacher and names of all students participating are to be supplied to all teachers and administrators two days before the proposed field trip.

M-E-M-O

EMERGENCY HEALTH PROCEDURE

I. If a student is in school and appears to have "overdosed" or is having a bad experience on drugs, we have the responsibility to see that the student gets prompt medical attention. Since we do not have any drug crisis services set up at Madison yet, the following options are the only ones available to us for helping a student through a crisis:

1. Call the student's parents and ask them to come to the school quickly, his child is very sick and appears to need some kind of medical attention. Do not tell the parents his child is on drugs! If the family does not have a physician readily available, they can transport their child to one of the locations for attention:

    a. Providence Hospital Emergency, 700 N.E. 47th, 234-8211

    b. Outside Inn, 1240 S.W. Salmon, 223-4121
    Open Mon. thru Fri. 7-10 p.m. Doctors and Social Workers on duty.

    c. Multnomah County Hospital, 3171 S.W. Sam Jackson Park Rd.
    Multnomah County Emergency: 228-9131, ext. 681.

2. If the student's parents can't be reached, call the Police Department, 226-7551, ask for radio emergency. They will send an ambulance as soon as possible. There is no charge for the ambulance and we have been advised the student will not be arrested for using drugs. (??)

    Note #1: Be sure the student has no drugs in his possession before he is referred to any agency, as he can not be arrested for being under the influence of drugs but can get busted for holding.

II. If a student is in school and appears to be under the influence of drugs, call his parents and advise them that their child is acting in a very unusual manner and may be sick. Do not say he is on drugs! Ask the parents to pick up the student from school. If the parents have no car, ask them to send a taxi, or friend or relative to drive the student home. The student may wait in the nurse's office in the counseling area.

III. Drug Treatment: Do not attempt to treat what appears to be drug related behavior. Refer to the procedures listed above.

IV. It is necessary to notify the appropriate Madison vice-principal in case of any health emergency.

M-E-M-O

PERIODIC PARENT CONTACTS

All members of the certificated instructional staff are expected to contact parents of FOCUS students regularly. This series of home contacts, made either in person or by telephone, is intended to be informal rather than formal in nature. The purpose of the contact is not particularly to inform parents of a student's academic progress, behavior, or attendance. Rather, contact is made for the purpose of assuring parents that they are not forgotten, ignored, or otherwise seen as "non-persons" in the FOCUS structure. In short, the periodic home contact is to serve a "P.R." function.

A contact schedule form is available for the purpose of systematizing the home contact process. The roster of FOCUS has been divided into five approximately equal lists, and each of the five members of the instructional staff will have the responsibility of making a monthly contact with the parents of the students on the list assigned to him.

Since the fundamental purpose of the home contact is to develop the parent's feeling of involvement with FOCUS, dialogue should develop along lines initiated by parents as much as possible. Staff members may, of course, "direct" the conversation to include such subjects as coming parent meetings, recent program activities, special project events, particular areas in which parent help would be useful, etc. Such questions as the following have been successfully used by staff members to get the conversational ball rolling.

1. "Is there anything special you'd like addressed at the parents meeting next week?"
2. "What is the general feeling toward FOCUS in your neighborhood or among your friends?"
3. "Would you be interested in going along on a trip to the beach with our biology group next week?"
4. "Has your son (daughter) made any comments about the project you think would be helpful in our efforts to improve our daily program?"

Please don't use this contact opportunity as a vehicle for discussing a student's school performance in any great detail. If a parent requests specific information, offer to arrange an evaluation conference at the school involving all staff members who have the student in class. As a rule of thumb, try to get parents to visit the project for conferences, as observers, as resource persons, for parent meetings, etc. That's the goal -- parent involvement.

M-E-M-O

UNCLASSROOM POLICY

Sign-Up

Within reasonable limits, the Unclassroom will be open to students at all times. The following guidelines will be in effect until revisions are determined:

1. One staff member will be assigned supervisory responsibility for the Unclassroom during each mod.
2. Open sign-up for the Unclassroom will be restricted to those mods when students are not scheduled for an instructional lab. (Realities, Communication, Analysis, Values.)
3. Students may go to the Unclassroom from instructional labs only with written permission of their lab instructor.
4. The staff supervisor will compile a list of all students in the Unclassroom during a given mod. This list will indicate which students came from instructional labs and which were signed up for the Unclassroom on their regular schedule.

Activities

Generally speaking, the Unclassroom should be seen as an activity center for table games, individual reading, project work, small groups "rap" sessions, etc. (In the past, there has been some misinterpretation of the Unclassroom's function.) Games have been purchased and are located in a file cabinet in the FOCUS office. Others may be purchased at staff members' request.

Office Area

It is the responsibility of the Unclassroom supervisor to regulate the student traffic flow into the FOCUS office area. Staff members are asked to keep all but "emergency cases" out of the office.

Clean-Up

It is the responsibility of the supervisor to see that the Unclassroom is left in an orderly condition at the end of each mod. Chairs and tables are to be neatly arranged, papers picked up, magazines put away, and table games returned to the office. Unless changed in the future, the existing policy is that soft drinks in paper cups from the student lounge are not to be brought into the Unclassroom.

M-E-M-O

MEDIAWARE AND MATERIALS

There are two immediate sources of mediaware. FOCUS owns several thousand dollars worth of cameras, projectors, recorders, and television equipment. Additionally, the resources of the Madison A-V center are available as described in the Madison staff handbook.

Availability

All FOCUS equipment is available to staff members on a "first-come, first-served" basis. A sign-up schedule will be maintained.

All Madison equipment must be reserved a day early. If you sign up with the media clerk, she will arrange to have the desired equipment delivered to your room and picked up by the student media service crew.

Operation

Please don't use A-V equipment unless you have been checked out in its operation. See Ralph Nelsen or request a student operator.

A-V Libraries

The Portland school district maintains an extensive library of films, film strips, recordings, and supplementary media kits and materials. All of these items are listed in a Blue catalog, copies of which are available in the FOCUS office and the Madison bookroom. Materials may be ordered for delivery or picked up at the district administration building. A special order form must be used and is available in the bookroom.

Additionally, the Multnomah County library, Main Branch, has a small, but excellent, collection of films. A catalog is available which lists all library titles. Films from this source must be picked up and returned in person.

Special Note: Because of the problem of sound filtering into the adjacent library area, it is project policy that all sound equipment used in the Unclassroom must be operated with headphones. We have a number of individual headphone sets and a listening center unit for this purpose. It is the responsibility of the Unclassroom supervisor to see that this regulation is followed at all times.

M-E-M-O

FOCUS PURCHASES

PURCHASES:

The following purchase procedures will be followed:

1. Major items (capital outlay) will be purchased by Mr. Bolos through Ralph Nelsen. Include cost, model number, supplier's name and address, and educational objective for purchase.

2. Items over $10.00. These may be obtained with a Madison purchase order. Give white requisition form to supplier, other two copies to Ralph Nelsen. Do not make purchases over $10.00 without purchase order form.

3. Items under $10.00 may be purchased directly by teachers, providing items have been OK'd by Ralph in advance. Out-of-pocket expenses up to $10 will be reimbursed from petty cash through the student store. Give receipts to Ralph and you will get a reimbursement form which will be honored by Madison's storekeeper. (Some reimbursements are by check since the cash supply in the store frequently runs low.)

4. In all cases, no purchases, orders, or requisition are to be made without prior approval by Ralph Nelsen.

M-E-M-O

ANECDOTAL RECORDS

The usefulness of observation, as a technique of evaluation, is improved if the observations are recorded. The anecdotal record is one method which serves this purpose. Essentially, the anecdotal record consists of a report of an incident deemed significant or typical of a student's behavior. If the teacher systematically records such incidents, it is likely that consistent patterns of behavior will soon show up. Furthermore, if anecdotal entries are made over a period of time and in a variety of situations, some fairly valid judgments can be made concerning the over-all behavior of particular students.

Anecdotal records should possess the following characteristics: (1) observations should be accurately recorded, with complete objectivity emphasized; (2) they should be concise, reporting only a single incident at a time; and (3) they should serve as a continuous and cumulative record covering a variety of situations. Anecdotal records are not intended to convey emotional opinions or vague generalizations. Their purpose is to communicate succinctly factual information that identifies 1) data, i.e., names, dates, etc. 2) setting, and 3) incident. Some anecdotal formats realistically include a space for interpretations and recommendations following the incident. There sould, however, be a clear distinction between objective and subjective entries.

Another format which is used for anecdotal entries divides the entry into three major parts: episode, interpretation, and action/

recommendations. The following example will illustrate this type of report:

Episode:

> Bill again reported to school exhibiting visible physical bruises. After questioning, he reluctantly stated that his father had punished him.

Interpretation:

> Possibly a case of child abuse.

Action/Recommendation:

> Matter referred to the school nurse. Project director apprised of the episode. If suspicions are verified this will become a matter for legal and medical action rather than soley an academic problem.

Anecdotal records, like any evaluative technique, have limitations. For example, they must be accurate if they are to possess any value; they may prejudice future readers when the behavior is no longer typical; and perhaps most importantly, the system is time consuming and demanding upon teachers. However, the benefits derived from systematic use of anecdotal records far outweigh the drawbacks. Anecdotal records help insure that the staff gains more information about the individual student's cumulative pattern of development; the teacher becomes a better observer; the student, if he realizes that the FOCUS staff is interested in him, benefits from such understanding; and the project has a better informed and more understanding staff.

M-E-M-O

PROCEDURES FOR STUDENT REFERRALS to OUTSIDE AGENCIES*

1. Write out an explanation of the reasons supporting your judgment to make the referral and file this report with Ralph Nelsen.

2. Inform student of your interest in making a referral and explain why.

3. Contact parents or legal guardians regarding your recommendation and provide them with information to support your judgment. Suggest parents provide appropriate service to their son or daughter if possible and request feedback following referral. (See note below on agency reports). If parents are not able to provide for necessary services, request their permission in writing for the project to make the referral and pay for service.

4. In all cases, the project must request that the parents or legal guardian be present during the student's appointment. In the event that it is impossible for the parents or legal guardian to accompany the student, the project will release a staff member. Parents or staff members are to request a written evaluation following services from the agency.

* Reading Clinic, Juvenile Court, Child Guidance Clinic, School Psychologist, Health Clinic, Youth Opportunities Center, Multnomah County Welfare, etc.

Revised Procedures for Staff Meetings Feb. 25, 1973

1. Agenda items which are merely announcements will be published on a flyer/bulletin typed by Sharon. Items for announcement will be given to Sharon. (written) and bulletin will be typed and dittoed prior to 2nd mod each day.

2. Entries on meeting agenda will be divided into 2 categories:

(a) problems which need inputs from whole staff

(b) problems which concern fewer than the whole staff.

Category (a) will be first priority on agenda; category (b) problems will be handled with specific named staff people after category (a). Messages one-to-one will be handled outside of meeting time.

3. Entries on both agendas must be made by 1:30. At that time, dept. chairman will make decision on whether agenda entries warrant full staff meeting, and will post notice on main office door indicating whether full or partial staff meeting will be held.

IF AGENDA DOES NOT WARRANT MEETING, MEETING WILL NOT BE HELD. AGENDA ITEMS MAY BE HELD OVER FROM ONE DAY TO NEXT IF NOT PRESSING.

4. When classes are over at 2:17, meetings begin at 2:35 p.m. If you will be late, please note that on agenda. Meetings will begin on time, even if staff persons are late.

READY-MADE ANSWERS TO OFTEN ASKED QUESTIONS

Over the course of three years of operation there have been hundreds of questions asked regarding various features of the FOCUS project. These questions have been from parents, school patrons, visitors to the project, local school colleagues, participants in various regional and national conferences at which the FOCUS model has been presented, and even by callers to local radio/telephone "talk shows." Some aspects of the FOCUS project, however, prompt more questions than others and it is felt that a short section on the most typical queries would serve a helpful purpose at this point of the Operations Handbook. Following, therefore, are the ten most frequently asked questions regarding FOCUS and the "standard" answers generally given by staff personnel.

1. Why is the project so heavily directed toward the needs of freshman and sophomore students?

   The FOCUS staff feels that the first two years of high school are the critical years for students who have had previous records of unsuccessful school experiences. Research reports from all over the country indicate clearly that the summer between the 9th and 10th grades is a particularly critical point for students who are losing the battle to accommodate themselves to the demands of the traditional school program. The dropout rate seems to be highest among students who are approaching their junior year and can't visualize themselves repeating two more years of a program that offers few rewards or gratifications. The project, then, attempts not only to provide the type of learning experiences which will profit the student in the early stages of his high school career, but which also will create in him a feeling of gratification and investment which will sustain him throughout his final two years in the regular school program.

2. Why was FOCUS expanded to include junior and senior students?

   There is really no doubt as to whether FOCUS should be viewed exclusively as a program which prepares students for success in the regular program. Unqualified staff thinking is that FOCUS should be considered an alternative which, if valid for two years, is equally valid for four years. After the first operational year, FOCUS began working to become a complete four-year alternative, taking students from their first day as freshmen through graduation four years later. For this reason, the project has carried many students through their third and fourth years of high school and can currently accommodate students right through graduation.

3. Are there special rules and privileges for FOCUS students?

   FOCUS students are regularly enrolled members of the Madison student body and, as such, have the same responsibilities to the rules and regulations of the school as have any other students. Participation in FOCUS does not exempt a student from the expectations of the school in any area. It should be noted, however, that FOCUS staff members, as a group, have markedly higher tolerance levels than do many colleagues, a characteristic which may result in fewer student/teacher "hassles" and the outward impression of FOCUS students having more freedom than is available to other students. This is, of course, a function of the individual teacher and not the program.

4. Do FOCUS students receive grades and regular high school credits?

   FOCUS students are never evaluated in

of traditional A-B-C grades. All evaluation is done in terms of demonstrated competencies which result from activities described in specific performance objectives. Evaluation is individual and never judgemental. Yearly credits, as required by the Oregon Board of Education, are recorded on the student's permanent transcript according to how well he has accomplished the various objectives he established during the year. In most cases, students receive five units of credit, as do most Madison students. It is FOCUS practice to credit a student's transcript with the same "class units" as the typical Madison student of the same year in school might earn Freshmen, for example, receive a total of five units for a year's work in Social Studies, English, Art Crafts, Physical Education and Math. Sophomores generally get credits in English, Social Studies, Science, General Art and Physical Education/Health.

5. Is the student-teacher ratio in FOCUS smaller in FOCUS than in the regular Madison program?

The FOCUS instructional staff consists of five teachers, and a team leader, a total of 5 1/2 FTE. The student-teacher ratio, therefore, is roughly 18.1:1, a figure not much lower than that 18.9:1 ratio reported for the regular Madison program. Not included in either ratio are preprofessional personnel assigned to FOCUS and Madison for student teaching practicum work. (Neither the FOCUS project director nor secretary are included in the FOCUS ratio since their duties, primarily are the tasks of recording, reporting, evaluating, and documenting required by local, state, and federal offices, are not directly connected with the instructional/counseling program of the project.) Generally speaking, FOCUS class sizes are smaller than those of the regular program but, in the opinion of the project staff, not small enough to enable FOCUS to individualize the instructional program as much as would be desirable. (Additionally, if a "student difficulty index" were to be used in determining student-teacher ratios, the nature of the FOCUS student population would probably result in an incredibly high student load for FOCUS staff members, perhaps as high as 50:1.)

6. What assurance is there that FOCUS students are learning the things which they will have to know in order to live productive lives in our society?

While FOCUS makes no pretense to prepare students for advanced physics, calculus, fourth year French, and the like, the staff does feel that the project does a very creditable job in helping students achieve functional levels in the basic skills-- reading, composition, and math. Student scores on standardized achievement tests given twice a year indicate that FOCUS students, as a group, fall within the lower portion of the "average range" for students in the Portland school district. Comparison of fall and spring test results show statistically significant student gains in composition, math and reading skills. The cognitive, however, is not emphasized in FOCUS to the same degree as the affective. While the staff is delighted to note steady growth in students, the main goals of the project are less tangible than a "two grade-level gain in reading," a "five T-score improvement in computation skills," etc. If FOCUS can assist students in developing their tolerance for risking, can help them learn to value themselves and the people around them, and can help them deal effectively with the feelings of anger, resentment, and futility which have developed over the course of nine or ten years of schooling, then the project staff will feel it is operating a successful, meaningful program.

7. How well will FOCUS students be able to do when they return to more traditional high school and/or college programs?

It is important to remember that most FOCUS participants were selected because both school personnel and parents had serious concerns as to whether or not these students would survive their freshman and sophomore years of high school. Considering this situation, it may not be too important to offer predictions about the senior year or make conjectures about college success. What is important to the FOCUS staff is that students attend school now and, in attending, become involved in learning activities which are attractive and meaningful to them. It might be said, therefore, that FOCUS personnel believe that if students experience success in school today, then tomorrow will take care of itself. (It is noted, also, that research evidence from other alternative programs in operation around the nation indicates that students from programs such as FOCUS are able to make a successful adjustment to more academically-oriented programs and that their experience in alternative programs is not generally regarded as an educational waste of time.)

8. Who determines what students may participate in the FOCUS program and why does the program operate with only 100 students.

The FOCUS staff feels that one hundred students in an ideal number for an alternative program operating in a school with a population of nearly 2,000. Fewer than one hundred would probably tend to isolate the project and make FOCUS students look and feel more like a "special class" than a part of the general school operation. More than one hundred students would necessitate management protocols and procedures which would tend to "institutionalize" the project. One hundred, then, is seen as a population which is large enough to eliminate the possibility of having FOCUS students "spotlighted" and yet is small enough to allow students and teachers to operate on a comparatively "loose", individualized basis.

Selection of the project's one hundred students is discussed in detail in Section I, Student Audience. Briefly, it is a system involving 1) preliminary referrals of students by teachers and counselors and, 2) subsequent decisions by the referred students (and their parents) to volunteer for the project. The staff has avoided assiduously any selection procedures which might lead to a charge that the project "hand picks" its students. The staff has developed a set of criteria describing the type of students it feels it can deal with effectively but has never attempted to control the interpretations various referring personnel might make of these criteria. Participation in FOCUS, therefore, is dependent upon four factors:

1. Preliminary referral by non-FOCUS personnel according to their own interpretation of the project's "eligibility" criteria.
2. Student willingness to participate in FOCUS.
3. Parent willingness to have a student enrolled in FOCUS.
4. Availability of space or vacancy on the student roster.

9. Is FOCUS an operational program in other schools?

While almost every feature of the FOCUS program has parallels in other secondary schools around the country, the staff has no knowledge of the "complete package" being in operation in any school but Portland's Madison High School. Realistically, there is really nothing "innovative" about the philosophy of the project or it's individual components. What is unique, however, is that FOCUS represents an attempt to bring together loose strands from many sources and combine them into an integrated, functioning school program. One of the long-range goals of FOCUS is to provide evidence that the project is successful in order to provide a model upon which other secondary schools may build similar programs which meet their contextual needs for educational options.

10. Does FOCUS cost more than a traditional high school program?

Aside from capital outlay (equipment) costs incurred during the first operational year, the costs of operating FOCUS are not substantially greater than those of maintaining the regular Madison program. The major expense in FOCUS involves salaries, costs which are identical to the personnel costs of the entire Portland district. FOCUS does spend considerably more on such items as film stock, field trip transportation, and student recreation than does the typical high school program, but, on the other hand, investments for other items, books for example, are minimal. It is anticipated that the entire project can be absorbed by the school with no undue financial strain when federal funding is terminated.

DOs AND DON'Ts

While many details of operating an alternative school project will, naturally, vary from one school setting to another, there are several general considerations pertinent to "transportability" of the FOCUS model which should be helpful to others planning, developing, or operating a similar program. For simplicity, these will be discussed under two headings, DOs and DON'Ts.

DOs

1. Solicit faculty, parent, and community interest and support for your project early in the planning and development stages. Continue this involvement throughout the life of the project. Perhaps the best method of doing this is to request key persons in the school and community to serve on an Advisor Committee and have them monitor the project regularly.

2. Keep a steady flow of information regarding the project and its goals, procedures, problems, and accomplishment moving toward both school and general audiences. The more familiar the project is, the better the chances of it being understood, supported, and extended.

3. Codify all operational procedures which are followed in the project: purchasing, student selection, attendance, curriculum development, etc. Change is possible only when current conditions are easily identified. Formative feedback can be used only when staff and evaluators know what is happening. For example, an attendance system may prove to be unsatisfactory and revisions can proceed more easily if the staff has a document which identifies each element of the faulty method.

4. Involve the school administration in project activities whenever possible. The school principal will certainly be more at ease with too much information than with not enough information. In addition to being a professional obligation, keeping your administration well informed as to what is happening is just good politics. Remember, it's hard for the principal to defend your "space" if he hasn't got the data about what you're doing.

5. Involve the other members of your school faculty. There is no way that your project staff, no matter how large or talented, can provide all the resources students will need if they are really encouraged to pursue their learning interests and needs. The cooperation of your colleagues is necessary when you want to "farm out" a student for short-term work in a special area or when you want to borrow a room in order to provide an extra class in the project's daily schedule. Also, your faculty colleagues can provide your project with a tremendous volume of information regarding supplementary materials and services which you can obtain to use with students in the project.

6. Keep a very close record on all project expenditures. We would recommend maintaining a second ledger book within the project, if only to keep a rough estimate of what money has been spent and what remains for the balance of the school year. It is also helpful, from a management point of view, to require all teachers to make a written request for purchase authorization, listing items to be purchased, approximate cost, model numbers, and, very important, recommended suppliers. These requests should also indicate the relationship of each item to be purchased with the pre-stated goals and materials of the class for which it is needed.

7. Allow all members of the teaching team to participate in the decision-making process. There will be, of course, occasions when there is no room for "negotiation" and a unilateral decision must be made by the principal or project director. However, most project decisions can be made cooperatively and it is the experience of the FOCUS staff that the support and involvement of teachers and students on any issue increases in direct relation to the proprietary feelings they have toward the solutions and procedures eventually followed in dealing with that issue.

8. Keep files of interesting pictures, articles, gadgets, etc. which may someday be useful to students. When the curriculum is open, based primarily on the interests and concerns of students, the demand for new materials is tremendous and previously stored materials can be extremely valuable.

9. Utilize student and parent inputs when planning daily, weekly, and monthly class schedules. Problems current in many high school classrooms never occur when students feel they own a share of the action.

10. Encourage students to take part in school activities; sports, drama, music, etc. A primary objective of any FOCUS-type program should be the involvement of students in new activities which allow them to observe, meet, and relate to peers in a variety of settings.

11. Encourage students within your project to plan and present at least one "service" activity for the entire school. This may be an all-school dance, play, variety show, lunch hour motion picture series, etc.

12. Utilize the resources of the entire community when planning learning activities. A truly magnificent variety of skilled resource persons, interesting places to visit, and "turn on" things to do are available within most urban communities. Also, bring outside people

into the classroom as resource speakers, teachers, and consultants. (Good for kids, and good for PR.) People like to feel valuable and will go to extreme lengths to do something for students when they feel their contributions are appreciated and valued.

13. Maintain an up-to-date list of all visitors to the project and keep them informed of what is happening. (This is a good project for students, particularly those who enjoy writing and dealing with "the public".)

14. Try to keep a feeling of "family" among teachers and staff members. The project is theirs and they must be encouraged to maintain a strong esprit de corps. This pride will eventually carry over to other areas, particularly feelings of positive identity with the school in general and the community.

15. Keep project rules and regulations at a minimum. A project goal should be to have students learn to proscribe their own behaviors. This is not to say that an "anything goes" attitude should be fostered, but it should be obvious that students don't learn to be thoughtful, independent citizens by being told what to do, when to do it, and how to do it. In short, allow students to make errors and do dumb things---then help them analyze their behavior and recognize that they must live with the natural consequences of their actions.

16. Appoint one member of the team, not necessarily the director, to serve as "resident grantsman." This person should keep on the alert for new sources of financial support. The same type monitoring should be done in other specialized areas---instructional materials, community services and resources, volunteer personnel, important professional writings, etc. Try to keep these secondary appointments within the range of the individual's normal interests and activities.

17. Share the goodies. When one member of the team comes up with something that works with a class or an individual student, it should be shared with other staff members. Nurture of the "we" is critical. (It is also a good idea to share new ideas and materials with colleagues on the regular staff of the school.)

18, Acknowledge the contributions of everyone. Students and team members appreciate the support, it may be the only positive feedback they receive during the course of a given day. Additionally, make it a must to acknowledge the assistance given by personnel outside of the project. As has been stated, make people know that their efforts on your behalf are important and valued.

19. Adopt a philosophy which says, in effect, "teachers shouldn't do anything that a student can do." There are limitations, of course, but it is amazing how many things teachers do each day which can be done as well (or better) by students. For example, FOCUS has discovered that students make excellent teachers of other students, that students generally handle sophisticated mediaware better than teachers, that students can "scrounge" materials very nicely, and that students can deliver some very "straight" messages regarding project procedures and practices. One hundred students create a resource bank much too valuable to be ignored.

20. Maintain close contact with the homes of students. Calls on attendance are effective when carried on in a constructive manner. ("Is John sick? We wonder if there is anything we might be able to do.") Similarly, casual contacts, in person or by phone, with parents are effective when approached from a "Let's chat" point-of-view. ("I've been wondering if there is anything you would like brought up at the next parent meeting," or "Have you any observations which might help

us make FOCUS a better place for your child?") School becomes a more creditable place in the eyes of parents if they are approached as people with ideas and resources which are valued by the school.

DON'Ts

1. Avoid selecting staff personnel on the basis of academic creditials alone. Seek out teachers with a variety of interests and skills. A teacher's knowledge of local archeology or his ability to fly an airplane can be more beneficial to a student than his understanding of the principal causes of World War One.

2. Resist all efforts to remove your special project from the school. It may sound great to be offered your own facility, a place where you can operate apart from the constraints of the regular school program. However, it is no service to students when they are isolated and made to feel, again, that they don't fit in with the "others." On the contrary, every effort should be made to integrate the project's population with the general school student body. Students should be allowed to pursue their own interests and concerns, but they must also become aware that they do live in a larger society and that the society requires some accomodation skills of its members. In a word, "displacement" should be avoided. Don't let your students get shuffled off where they can't be seen and where they can do their annoying things without bothering anyone. Keep them visible and help them to learn the skills that will allow them to enter into viable, productive relationships with the people around them. This can't be done if your program is split apart from the mainstream of the school.

3. Never foster the concept of "elitism." Students and staff members must avoid the natural temptation to "overdo" themselves and your

project and, by implication, "put down" the other students and programs in the school. Any impact your program makes by way of being a "change agent" in your school must accrue from example, rather than from constant reminders to others that they must change. (You may have a good thing going, but don't be ostentatious.)

4. Avoid acting on the spur of the moment in implementing program changes. What you are doing is probably the result of experience or preliminary planning. While changes are always necessary if your program is to be vital, revisions in procedures and methodology should come only after very careful consideration and evaluation. Don't exchange one devil for another. Use some planned method of attacking program problems - force field analysis. Make sure you stay abreast of current literature and use inputs from other programs and research.

5. Avoid the assumption that a program that's working well for you and your students will work equally as well for all teachers and students. Whatever you are doing probably won't work any better for all students and teachers than the system that made you want to establish your type of program to begin with! FOCUS has found it wiser (and more honest) to talk in terms of a variety of program options for students rather than to advocate mass adoption of the FOCUS model.

6. Resist the temptation to "forget the whole thing" when the program seems irreparably snagged and the staff is overwhelmed by physical and emotional fatigue. Based on the FOCUS experience, it would not seem likely that major accomplishments will be attained on a day-to-day basis. Staff members must become skilled in recognizing the small "victories" that occur and learn to "charge" their professional and personal batteries from the inch-by-inch progress they can

observe in their students and in the program's workings.

7. Don't allow your colleagues in the regular program to accept your program for the wrong reasons. While many teachers will support your program because they recognize the need for educational options for students with particular learning needs, there undoubtedly will be others who will deny the philosophical and educational legitimacy of what you are doing while at the same time blessing you for taking the biggest classroom problems off their hands. Perhaps it is realistic to say that support is support, no matter what reasons prompt it, but every caution should be taken to prevent your program from being seen as an educational junkyard, a "fix-it" shop for the school's ne'er-do-wells. (As mentioned in the previous section, a solid dissemination and PR effort is important, even critical, if your program is going to be accepted and integrated into the normal structure of the overall school program.)

8. Avoid the temptation to bite off more than you can chew. An open school environment provides plenty of opportunity for the program and staff to undertake a variety of new and exciting activities, but it is possible to over-extend the resources of the program and wind up in a position in which nothing is done very well. In the long run, it is possible to accomplish just as much and get just as far by "wiggling" as it is by taking huge leaps. (But don't be intimidated by challenges. It's surprising how receptive most administrators and colleagues will be to change if your professional homework is well done and your requests are presented logically.)

9. No matter how sorely pressed, never adopt a defensive stance. The very fact that your project is there makes it creditable. If there are people with objections to your new educational program,

let them object. Give them information, invite them to make on-site visitations, listen to their concerns, and acknowledge their right to question and object. If you've done your homework and can cite research and example to substantiate the validity of your efforts, you're on solid ground. You may never win the objectors over, but it's better to have them objecting and friendly than objecting and antagonized by your solid, rational, and fruitless defenses.

10. Never forget the chain of command in your school and district. Spend a few cents more and send copies of all your curriculum materials, brochures, attendance reports, test scores, etc. to every station above you in the district hierachy: vice principals, principal, curriculum supervisor, assistant superintendent, superintendent, school board members. As has been stated previously, these people can't work for you if they don't know what you're doing. Give them the tools they need to protect your "space."

11. Avoid the pitfall of familiarity. The close student-teacher relationships which develop in your project and on which your program ultimately depends are essentially adult-child relationships. It is very easy to move into a "buddy, good guy" mode of operation which overlooks the important "modeling" role of the teacher. Your project staff consists of intelligent, well-trained adults and there is no need for any teacher to view this as a problem to overcome. Warm, effective interpersonal relationships can extend across generation gaps!

12. Work hard to share the power with students. Only when teachers refute the traditional "I teach, you learn" system can a FOCUS-type program achieve real success. This is not to say that teachers should abdicate their leadership role and professional responsibilities;

however, it is to say that a program which is built on the concept of self-directed learning can't function without students having a major share in determining what will be taught, who will teach it, and who will evaluate progress and accomplishment.

13. Don't panic when events take a terrible turn. If the staff can maintain a calm, orderly attitude under conditions of duress and crisis, even the worst disaster can be made to appear part of an organized learning activity.

14. Never expect 100% productivity from either students or staff members. A FOCUS-type program which deals principally with the affective realm has to allow room for the weaknesses, shortcomings, and periodic physical and emotional "drains" which affect all human endeavors. The FOCUS staff operates from a philosophic base which says that learning (and teaching) does not progress on an even, steady plane but is, rather, sporadic, alternating between periods of intensity and dormancy. (The trick is, of course, to manage events in such a manner as to keep these periods from occurring at the same time, much as a juggler has three balls going up at the same time as three others are coming down.)

15. Don't think that "team spirit" will compensate for day-to-day resentments and hurts which occasionally crop up between staff members. The sheer intensity of the many expectations and personal agendas which project teachers bring to the program almost guarantees that there will be instances of friction and conflict. FOCUS has found that the wisest thing to do is let the stress situations flare up, handle them as effectively as possible, and then wait for staff

equilibrium to return. Honest confrontation in which one person admits and owns his negative feelings is perhaps the most effective way that FOCUS staff members have found to deal with the relational hang-ups which appear on the project scene. (Additionally, it is help for the staff to adopt some "model" for conflict management, a process which the whole group can fall back on when dealing with interpersonal discord.)

APPENDIX A

SPECIAL FORMS USED IN FOCUS

ESEA Title III Project FOCUS
Madison High School

____
Elementary School

____
Principal

STUDENT RECOMMENDATION CHECK SHEET

Please complete the information form and mark a check in front of the item or items which you feel apply to this student.

- -

Student's Name ______________________ Age ________ Sex ________

Address ______________________ Phone ______________

Parents' Names ______________________ 8th grade Teacher ______________

Performance Data:

	Excellent	Good	Fair	Poor	P-Score if available
Reading					
Math					
Composition					
Attitude toward School					
Attendance					

- -

SELECTION CRITERIA

Check those items which seem appropriate:

_____ 1. Does not like school.
_____ 2. Does not have a sufficient command of basic skills to predict high school academic success.
_____ 3. Does not believe in self. (Poor self-image)
_____ 4. Does not work well in groups with peers.
_____ 5. Does not respect or respond well to authority.
_____ 6. Does not find studies relevant or meaningful.
_____ 7. Does not view teachers and/or adults as approachable.
_____ 8. Does not set long-range goals.
_____ 9. Has left school but is re-enrolling.
_____ 10. Has failed two or more subjects during the present school year.
_____ 11. Will probably encounter difficulty during high school career because of non-academic difficulties.
_____ 12. Has high academic potential but is not responding to instruction due to boredom, restlessness, rebellious behavior, etc.

Please indicate any community agencies which have provided services to this student.

_____ 1. Child Guidance Clinic
_____ 2. Multnomah County Welfare
_____ 3. Juvenile Court
_____ 4. Other ______________

FOCUS
2-73

ESEA Title III Project FOCUS	Elementary School ____________

James Madison High School	Principal ____________________

PRINCIPAL'S RECOMMENDATION SUMMARY

Please record the names of students you feel should be considered for participation in the FOCUS project during the 1973-74 school year. Check the appropriate selection criteria according to the items marked on the Student Recommendation Check Sheet by teachers recommending these students.

Student Name	Selection Criteria Items											
	1	2	3	4	5	6	7	8	9	10	11	12
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												
16.												
17.												
18.												
19.												
20.												
21.												
22.												
23.												
24.												
25.												

ESEA TITLE III FOCUS PROJECT
Madison High School

PROCESSING FOR 8TH GRADE CANDIDATES

Name ____________________ Elementary School ____________

1. Receive STUDENT RECOMMENDATION CHECK SHEET ____________ (date)

2. Interview with Student ____________ ____________ (date)

A. Interested in Applying ________

B. Not Interested in Applying ______

3. Contact Parents ____________
date

3. Inform School
____
date

A. Interested ____________

B. Not Interested ________

4. Parents Attend Meeting
____
date

4. Inform School
____
date

A. Definite Approval ________

B. Definite Decline ________

5. Application from
Parents & Student
____
date

5. Inform School
____
date

6. Staff Approval and Enrollment ____________________
Date

7. FOCUS Forecast for Freshman Class ____________________
Date

ESEA Title III FOCUS Project
JAMES MADISON HIGH SCHOOL

2735 N.E. 82nd Ave.
Portland, Oregon 97220

Enrollment Application

I. Madison High School's ESEA Title III FOCUS Project is currently considering applications from students who will be entering the school as freshmen in September.

Participation in the FOCUS project carries with it a number of responsibilities.

1. Continuous record of good attendance
2. Continuous record of classroom productivity
3. Continuous record of cooperation and good citizenship
4. Continuous record of self-directed and group contribution

Only students who can accept these responsibilities will be accepted in FOCUS. Students who are accepted and fail to meet one or more of the above expectations will be terminated from the project. with no guarantee that they will be automatically transferred to another school program.

It is necessary that BOTH student and parent(s) agree that assignment to FOCUS is desired. Therefore, the following application MUST be signed by the student and his parent(s).

- -

II. Name ______________________ Age ______ Birthdate ______________

Address ______________________ Zip ______ Phone ______________

Parent(s) ______________________ ______________________

Elementary School Attended ______________________

PLEASE PRINT OR TYPE

Medical Information.

Family Doctor ______________________
Address ______________________
Phone ______________________

Health & ______________________
Accident company
Insurance ______________________
policy number

Emergency
Contact ______________________
relative or neighbor

____
telephone

- -

III. We have read the above material and feel that the responsibilities outlined can be met.

Student ______________________ Parents ______________________ Date ________

(Please return to above address immediately)

FOCUS Credit Evaluation and Planning Sheet (February, 1973)

Name ____________ Address ____________ Zip ________

Parents ____________ Phone ____________

- -

Nineteen (19) credits are required for graduation from an Oregon high school. You began this year with ________ credits. If you complete all work successfully this year you will receive ________ credits, making a total of ________ credits. This would make you a ____________ next year. If you earn one more credit at 1973 summer school, you will have _____ credits and have ____________ standing next year.

- -

FILL OUT ONE SIDE ONLY

For students who will have fewer than 13 credits in September 1973.

Check One

___1. I would like to continue in the FOCUS program if the project operates next year.

(or)

___2. I would like to go into the regular Madison program next year and take the following classes:

____

____

____

____

____

(or)

___3. I do not wish to remain in FOCUS or go into the regular Madison program next year. I would like

____

____

For students who will have 13 or more credits in September 1973.

You will be able to graduate in May if you can earn _____ credits in the regular Madison program next year.

Check One

___1. I do not wish to enroll in the regular Madison program next year.

(or)

___2. I would like to enroll in the regular Madison program and take the following classes in order to meet graduation requirements.

Eng. 7-8 (required)

Soc. St. (required)

____________ (elective)

____________ (elective)

____________ (elective)

(or)

___3. I do not plan to return to Madison next year.

FOCUS FIELD TRIP NOTIFICATION

DESTINATION:

MAIN OBJECTIVE:

Relationship of trip to on-going classwork:

Cost / total:

Cost / student:

Cost/ project:

Date and time of trip:

Means of transportation:

lab group(s) going	Staff leader

Two copies of this form are to be filed with Ralph Nelsen five school days prior to the proposed trip.

STUDENT INSURANCE INFORMATION - FOCUS FIELD TRIPS

All students must be covered by hospital/accident coverage when taking part in field trips and out-of-school projects.

FOCUS needs the following information for field trips that might be taken in the future.

If you do not have insurance it will be necessary for your son/daughter to purchase a policy. There is a policy by the Oregon School Activities Association that costs $6.00 and lasts for one year. Coverage through the O.S.A.A. can be arranged, just contact Madison High School or FOCUS for details.

Thank you for your cooperation.

1. Student's name ____________________
2. Parent of Guardian ____________________
3. Address ____________________
4. Name of Hospitalization & Accident Insurance Company ____________________
5. Policy number ____________________
6. Physician ____________________
7. Emergency contact ____________________

Name

____

Address

____

Phone

REQUEST FORM

SCHOOL-SPONSORED EXTENDED STUDENT TOUR

(Do not use for short-duration field trips, etc.)

ACTIVITY ____________________ SCHOOL ____________________

DESTINATION ____

LEAVE WHEN? ____________________ RETURN WHEN? ____________________

TYPE OF TRANSPORTATION ______________ Insured public carrier is recommended.

TOTAL COST PER PERSON ______________

AMOUNT PROVIDED BY SCHOOL ______________

TOTAL COST OF TRIP ______________ AMOUNT PROVIDED BY SCHOOL ______________

NUMBER MAKING TRIP ______________ AMOUNT PROVIDED BY STUDENT ______________

SCHEDULED FUND-RAISING EVENTS:

1. ____
2. ____
3. ____

TYPES OF INSURANCE, IF NEEDED ____

TYPES OF PUBLICITY PLANNED ____

NAMES OF ADULTS MAKING TRIP ____

SCHOOL OFFICIAL RESPONSIBLE FOR GROUP ____

CONTACTS AT DESTINATION OR EN ROUTE

ADDRESS ____

TELEPHONE ____________________

PRINCIPAL'S APPROVAL ____________________ DATE OF SUBMISSION ______________

AREA SUPERINTENDENT'S APPROVAL ____________________ DATE OF APPROVAL ______________

Attach statement of educational objectives, itinerary, budget, and other plans, plus further information on any of above items and submit to the Area II superintendent's office at least six weeks prior to date scheduled for tour.

Area II
10/70

MADISON HIGH SCHOOL

PERMISSION TO LEAVE SCHOOL

The undersigned, ____
(Parent or guardian)

hereby requests that ____
(Pupil)

be excused from school for the purpose of making a visit to ________
____
(Nature of trip)

This is a voluntary assignment for the student who will be making the trip by himself or in a small group not accompanied by the instructor.

Transportation is the responsibility of the student. The school cannot approve of transportation, other than public carrier or family car.

Signed: ______________________________
(Signature of parent or guardian)

____
(Name of instructor)

Dated: ____________________

INDIVIDUAL STUDENT FIELD TRIP

______________________________ has arranged an independent
(Student)

field trip for ______________________________ date/day. Please sign below if this student has your permission to be absent from your class on this date.

Mod II ____________________

Mod III ____________________

Mod IV ____________________

Mod V ____________________

Mod VI ____________________

Mod VII ____________________

MADISON HIGH SCHOOL
PARENT OR GUARDIAN
PERMISSION TO PARTICIPATE
In Off Campus School Activities

The undersigned,_ _
(parent or legal guardian)

hereby requests that _
(student's name)

be permitted to attend and/or participate in the following school activity:

State:____
(full name of activity)

on the following date(s)__________,19__ to ___________, 19__
(indicate exact dates)

to be held at _
(exact location, including city and state).

Buses will leave at ________ and return at ___________
(time) (approx. time)

I understand that this request for permission to participate in a school activity indicates that the student in question will leave the school premises as implied above in the item defining the exact location of the activity including city and state.

Furthermore, I specifically understand that School District No. 1 does not assume any responsibility for the manner of the transportation of said student for the purpose hereinabove mentioned, and that the responsibility, if any, of School District No. 1 shall cease upon said student being excused from the school premises as above requested.

Signed_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
(signature of parent or guardian)

Date _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

PORTLAND PUBLIC SCHOOLS
MADISON HIGH SCHOOL
Northeast 82nd Avenue / Portland, Oregon 97220
253-4781
Title III Project FOCUS

Mr. Wm. A. Knouff,
Principal
Dr. Ralph T. Nelsen,
Co-Director, Instruction
Mr. Wm. A. Olsen,
Co-Director, Pupil
Personnel

TRANSPORTATION NOTIFICATION

I hereby authorize ____________________________ to drive the automobile described below when traveling to and from any special job exploration placements arranged for him/her by the FOCUS staff. It is understood that neither the Portland school district nor Madison H.S./FOCUS can authorize student use of student cars and that __________________________ must utilize public transportation unless the parent authorizes the student to use his own or family owned vehicle.

_________________ Date

______________________________ Parent or Guardian

- -

Description of Auto to be Used

Make________________________________Body Style__________ Year__________

Auto License Number______________________________________

Student's Driver License Number __________________________

Is student driver insured to your satisfaction?____________________

FOCUS

FIELD TRIP RESUME & EVALUATION

Field trip destination ____________________

Date ____________ Leader ____________ Class ____________

Number of students ____________ Duration ____________

Type of transportation ____________ Cost ____________

Meals ____________ Lodging ____________

COSTS	PAID BY STUDENT	PAID BY PROJECT	TOTAL
Transportation			
Meals			
Lodging			
Admissions/Fees			
Equipment			
Other: (Describe)			
TOTALS			

Objectives for trip.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Evaluation of Objectives: Please indicate which objectives were met. In the case of those which were not achieved, please indicate reasons which prevented realization of objectives. In all instances, please indicate criteria measures leading to your "successful - unsuccessful" designation.

Objectives Met		Objectives Not Met	
#______	____________________	#______	____________________
	____________________		____________________
#______	____________________	#______	____________________
	____________________		____________________
#______	____________________	#______	____________________
	____________________		____________________
#______	____________________	#______	____________________
	____________________		____________________
#______	____________________	#______	____________________
	____________________		____________________

- -

Please indicate special arrangements, contact people, equipment, etc. which should be pre-arranged by others planning to take this field trip in the future.

____

____

____

____

____

JAMES MADISON HIGH SCHOOL
2735 N.E. 82nd Avenue
Portland, Oregon 97220
(503) 253-4781

APPLICATION FOR STUDENT TEACHING ASSIGNMENT

Name______________________________ College/University______________________

Campus Address __________________________________Telephone_________________

____

Home Address __________________________________Telephone_________________

____

What year in school will you be when doing your student teaching?___________

Area of College Preparation __________ __________ __________________

Quarter preferred for placement

____________	____________	____________	____________
1st 9-weeks	2nd 9-weeks	3rd 9-weeks	4th 9-weeks

Approximate G.P.A., overall __________ Approximate G.P.A., education__________

Major Professor Advisor____

What housing arrangements do you foresee should you be assigned to FOCUS in Portland____________________________________

Would you have a car available in Portland?________________________

On the reverse side, please describe any experience you have had working with groups of school-aged children. Also describe your special interests and any non-academic proficiencies you have developed. (swimming, crafts, music, etc.) Please include a statement indicating why you have requested a student teaching assignment in an experimental program rather than in a more traditional school environment.

Return application to above address. Thank you for your interest in FOCUS.

STUDENT PROGRAM

Student Name ______________________________ Total: Completes____ Inc._____

Instructional Period _________ to __________ CYCLE________

MOD	LAB OR CLASS	TEACHER	COMPLETE	INCOMPLETE
2				
3				
4				
5				

MON. WED. FRI.	6				
	7				

TUES. THURS.	6				
	7				

FOCUS DAILY ATTENDANCE RECORD

Date______________________________

Name of Student Absent	Phone	No. of Days Abs.	Tardy- Time Arrived	Reason	Comments

FOCUS - CYCLE CLASS PLANNING WORKSHEET

	B-14	B-51	B-55	C-55	OTHER	OTHER	OTHER	PREP
2								
3								
4								
5								
	LUNCH							
6								
7								

ESEA Title III Project FOCUS
James Madison High School

ANECDOTAL REPORTS

Student's Name ______________________________

Episodes	Interpretation	Action/Recommendation
		Teacher __________ Date __________
		Teacher __________ Date __________
		Teacher __________ Date __________
		Teacher __________ Date
		Teacher __________ Date __________
		Teacher __________ Date __________

ESEA Title III Project FOCUS
James Madison High School

Attitude and Behavior Summary

Student's Name ______________________________ Date ____________

- -

Characteristic: Comments (include teacher's name after comments)

Attitude Toward School

Basic Skills:

Math-

Reading-

Composition-

Others-

Signs of Improvement?

Attendance:

Attitudes Toward:

Peers-

Adults-

Interested in:

Should be Encouraged to:

Successful Reinforcers:

Special Comments:

Instructional Module Objectives and Evaluation

Teacher: ______________________________ Lab Classification ________________

Module Emphasis: ________________ Lab Duration: __________ Mod (Time) __________

Module Origin (Teacher/Student initiation - explain): ______________________

____

Module Goal or Purpose ____

Module Performance Objectives:

1. ____
   ____
   ____
2. ____
   ____
   ____

	Obj.	
	1	2
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

	Obj	
	1	2
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		

Note: Please indicate, alongside each student's name, whether or not he has achieved the stated objectives. Place a Y for Yes or N for No in the box representing each objective.

STUDENT SELF EVALUATION

NAME________________________________ DATE____________________

MOD & CLASS____

PLEASE ANSWER FOR YOUR RECORDS:

STUDENT

1. What did you plan to do in this class?

2. What specifically did you do?

3. What happened in this class that was important to you?

4. If you didn't learn anything in this class that was important to you, WHY?

5. How would you evaluate your work in this class?

Complete ____________

Incomplete____________

TEACHER

6. I evaluate your involvement in this class as:

Complete____________

Incomplete____________

STAFF PERSON__________________________

INSTRUCTIONAL CYCLE____________________

ESEA Title III Project FOCUS
James Madison High School

Attitude and Behavior Summary

Student's Name____ Date______________

Characteristic:	Comments (include teacher's name after comments)
Attitude Toward School	
Basic Skills: Math- Reading- Composition- Others- Signs of Improvement?	
Attendance:	
Attitudes Toward: Peers- Adults-	
Interested in:	
Should be Encouraged to:	
Successful Reinforcers:	
Special Comments:	

Short-term Student Evaluation

Staff: We would like a daily report on ____________________'s class performance. Please give a numerical evaluation for each of the areas below. Use the following scale:

0 1 2 3 4 5 6 7 8 9 10
Unacceptable — Best I could hope for

Teacher______________________ Class______________________________

CRITERIA	DAILY RATINGS											COMMENTS

FOCUS HOME CONTACTS

Year in school______

STUDENT ____________________ ADDRESS ____________________

BIRTHDATE ____________________ ____________________

TO FOCUS FROM ____________________ PHONE ____________________

LIVING WITH: ____________________

FATHER'S NAME ____________________ Employment ____________________

Phone ____________________

MOTHER'S NAME ____________________ Employment ____________________

Phone ____________________

- -

I. HOME CONTACTS

Date	Type of Contact	Reason/Comment	Staff Member

II. SPECIAL NEEDS, INTERESTS, ETC.

____

____

____

____

____

1972-73 FOCUS - HOME CONTACT AND STUDENT RECORD

STUDENT____________________________________

DATE	STAFF MEMBER	TYPE OF CONTACT	SPOKE WITH	COMMENTS

PURCHASE REQUEST

I would like to purchase the following for use in ____________________ class, ____________ mod, as reflected in the objectives for that class.

No.	Description	Estimate Cost	Total

Date ____________________

Approved by ____________________

Staff member ____________________

GUEST SPEAKERS AT MADISON HIGH SCHOOL

Name of Speaker ____

Occupation or profession ____

Topic ____

Class(es) ____

Date ____

Teacher ____________________

(Please return this to Mrs. Bushnell's mail box in the main office at least 24 hours before the guest is to arrive.)

MEETING AGENDA

Date ____________________

Concerns of Whole Group	Concerns for less than the Whole Group
(Stated as a problem)	(Stated as a problem) (Names of people who are needed for problem-solving)

APPENDIX B

AN OUTSIDER REVIEWS FOCUS

CASE STUDY: FOCUS at Madison High School *

The FOCUS program's structure evolved from a nexus of ideas on education, including the assertions: "The 'I teach, you learn' relationship is not sacred", "The student can profit from his school experience without being confined to an externally imposed, rigid curriculum", "To be effective, the teacher must allow himself to be seen as a real person and must be willing to accept the risks and pains involved in this humanizing process", and other propositions which much of the current literature of reform takes to be self-evident. The program is directed primarily toward goals in the affective realm. These factors set it apart from much of the Portland Public Schools programming for students with special needs.

The program recruits 9th and 10th graders who a) have dropped out of school, or are on the verge of dropping out, b) have a history of school failure, or c) are designated as 'apathetic' or turned off' by teachers and/or counselors. The program is built around four laboratories: Communication, with emphasis on "visual literacy"; Analysis, with a definite science/math tone; Values, emphasizing self-awareness; and Realities, with a social studies orientation. There are also skills clinics emphasizing remedial work in reading, writing, and mathematics.

Each student's schedule is composed from a program "Menu", with daily enrollment in both Communications and Analysis labs required. Students in all lab groups, however, are relatively free to structure their own activities around the basic theme of lab category. Included also in each day's activities are two periods during which students may participate in special interest mini-courses or spend time in the "Unclassroom", a room set aside for recreation, individual reading and similar unstructured activity.

---

* Adapted from: Goldstein, Bennett, Educational Option in Portland's Schools, Western Interstate Commission on Higher Education and Urban Studies Center, Portland State University, 1972.

Observations

It seems clear that the program is moving toward conscious structural change. Of special note is the comment on the Values lab, a lab which attempts to give students an opportunity--for some the first opportunity--to become sensitized to themselves as individuals of worth, potential, and dignity. Concerning the teaching of the Values lab, (which utilizes role playing, simulation, group discussion, and confrontation), it is noted that:

> It is all but impossible for the "teacher" to conduct a Values lab in the traditional mode: students invariably reject everything offered in the "I teach, you learn" vein and chaotic, counter-productive conditions obtain. Conversely, when staff members abdicate the traditional authoritarian role of the teacher and function as interpreters, resource coordinators, and process facilitators, students invariably structure and become involved in exciting, productive lab activities.

The Values lab seems to be taken as a critical element in the program and the above must be read as the abiding article of faith of the FOCUS program.

An on-the-spot description of the program would reveal that the atmosphere of FOCUS is relaxed, but not relaxing. Teachers often feel the program is worthwhile if only because "...if it weren't for FOCUS some of the kids would not go to school at all, and would probably have no other definite link with adults or the establishment". Hence, it is felt that the FOCUS program's ultimate role is to serve as a watering place for students dissatisfied with the school structure or society at large, a place which will prepare them for ultimate return.

Insofar as the philosophy and goals of various alternative programs in Portland are reflected in the structure of their day-to-day operations, only the FOCUS program can be said to offer a different set of choices than is offered in most of the Portland Public Schools programming for students with special needs. The class arrangements, the teaching techniques, and most importantly, the problems the program encounters are evidence of this. The problems of apathy, poor attendance, and the reputation of FOCUS as a place for the "goof off" element of the school population, are indicative of genuine structural change. They are eloquent testimony that the staff is attempting, voluntarily, to abandon the "authoritarian" role of the teacher, alter the traditional student-teacher relationship, and accept the hopefully temporary consequence, whether it be chaos or apathy.

Seen in the larger context of the school system, the FOCUS program is in many ways an exception. The organization creates its own problems by the very fact of its existence (barring those problems which would be so considered in any context), and hence is compelled tc create solutions, such as special programming, for its problems, the special students so defined.